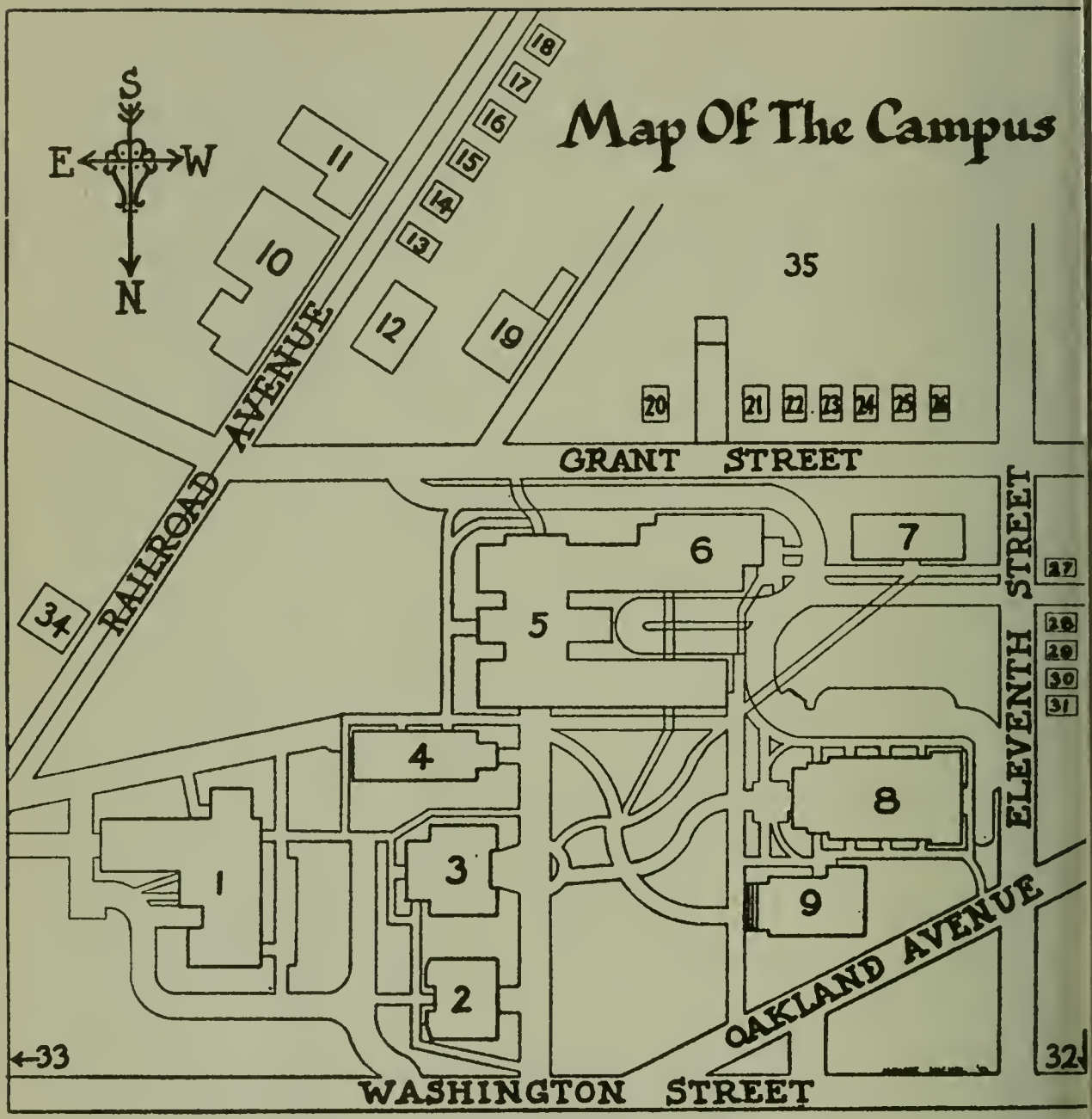
STATE TEACHERS COLLEGE
INDIANA
PENNSYLVANIA

TEACHERS COLLEGE BULLETIN
CATALOGUE NUMBER
1943 1944



Key to Buildings

1. Laboratory School
2. Wilson Hall, College Library
3. Leonard Hall
4. Arts Building
5. John Sutton Hall
6. Thomas Sutton Hall
7. Clark Hall
8. Auditorium
9. Gymnasium
10. Power House
11. Shop Building
12. Greenhouse
13 to 18. Boys' Cottages
19. Garages
20. Cottage and Team House
21. Hood Cottage
22. Jamison Cottage
23. Activities Cottage
24. Vinton Cottage
25. Kunkle Cottage
26. Brant Cottage
27. Whitmyre Cottage
28. Home Management House
29. Home Management House
30. Hosac Cottage
31. Lewis Cottage
32. Phi Alpha Zeta Fraternity
33. Sigma Tau Gamma Fraternity
34. Phi Sigma Pi Fraternity
35. Athletic Field

TEACHERS COLLEGE BULLETIN

VOLUME 49 FEBRUARY, 1943 NUMBER 1

STATE TEACHERS COLLEGE

INDIANA, PENNSYLVANIA

CATALOGUE NUMBER

1943-1944

THIS COLLEGE IS ACCREDITED BY THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES and THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Issued Quarterly in February, May, August and November by the Trustees of the State Teachers College, Indiana, Pennsylvania. Entered as second-class matter, June 30, 1913, at the Post Office in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

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COLLEGE CALENDAR

1943-1944

SUMMER SESSIONS, 1943

The Pre-Session

Session Begins.....Monday, June 7
Session Ends.....Friday, June 25

The Six Weeks Session

Registration.....Monday, June 28
Classes Begin.....Tuesday, June 29
Session Ends.....Saturday, August 7

The Post Session

Session Begins.....Monday, August 9
Session Ends.....Friday, August 27

FIRST SEMESTER 1943-1944

Registration.....Monday, September 13
Classes Begin.....Tuesday, September 14
Thanksgiving Recess Begins at Noon.....Wednesday, November 24
Thanksgiving Recess Ends at Noon.....Monday, November 29
Christmas Recess Begins at Noon.....Saturday, December 18
Christmas Recess Ends at Noon.....Monday, January 3
First Semester Ends After Last Class.....Monday, January 24

SECOND SEMESTER 1943-1944

Registration.....Wednesday, January 26
Classes Begin.....Thursday, January 27
Easter Recess Begins at Noon.....Saturday, April 1
Easter Recess Ends at Noon.....Wednesday, April 12
Alumni Day.....Saturday, May 27
Baccalaureate Services.....Sunday, May 28
Commencement.....Monday, May 29

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION

FRANCIS B. HAAS, *Superintendent of Public Instruction*

BUREAU OF TEACHER EDUCATION AND CERTIFICATION

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HARRY L. KRINER
Assistant Director

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BLANCHE DAUGHERTY ..... *House Director*

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---

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MAUDE MCDEVITT ..... *Nurse*

ESTHER E. SNELL ..... *Nurse*

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IRVING CHEYETTE.....*Music Education*

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PH.B., University of Chicago; A.M., Columbia University

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B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

FRANK L. D'ANDREA — *Music Education*
B.S., M.A., Ed.D., Columbia University

* CHARLES A. DAVIS — *Music*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., New York University

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B.S., Columbia University; Ed.M., Ed.D., Harvard University

JOHN E. DAVIS — *Director of Laboratory School*
A.B., Pennsylvania State College; A.M., University of Pittsburgh

LAWRENCE C. DAVIS — *Geography*
A.B., North Dakota State Teachers College; M.S., University of Chicago

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B.S., Cornell University; M.S., State College of Washington

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B.S., Pennsylvania State College; M.S., University of Michigan; Ph.D., Columbia University

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A.A., Stephens College; B.S., Central Missouri State Teachers College; M.S., Iowa State College

ALBERT E. DRUMHELLER — *Business Education*
B.S., State Teachers College, Indiana, Pennsylvania; Ed.M., University of Pittsburgh

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B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

MARY ELIZABETH DUNLAP — *Music Education*
B.S., Winthrop College; A.M., Columbia University

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LENA ELLENBERGER — *Health and Physical Education*
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B.S., Valparaiso University; A.M., University of Chicago

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B.S., James Millikin University; A.M., University of Chicago; Ed.D., New York University

* On leave to U. S. Army.

ELIZABETH M. FINTER *Home Economics*
B.S., Miami University; M.A., Columbia University

ALMA MUNSON GASSLANDER *Art*
Ph.B., Hamline University; A.M., Columbia University

MARIE CORBETT GRAHAM *Laboratory School*
A.B., Michigan State Normal College; A.M., University of Pittsburgh

AMY GRAY *Laboratory School*
B.S., Columbia University; Ed.M., University of Pittsburgh

KATHERINE E. GRIFFITH *Health and Physical Education*
B.S., M.S., University of Pennsylvania

HELEN DORCAS HALL *Social Studies, Assistant Dean of Women*
B.A., Allegheny College; M.A., Columbia University; Ph.D., University of Pittsburgh

MALINDA HAMBLEN *Health and Physical Education*
A.B., Cornell University; A.M., New York University

MARY HART *Laboratory School*
B.S., University of Pittsburgh; A.M., Columbia University

MARGARET HARTSOCK *Co-operative Supervising Teacher*
B.S., State Teachers College, Warrensburg, Missouri; A.M., Columbia University

LEOLA T. HAYES *Home Economics*
B.S., M.S. in Ed., Temple University

RALPH E. HEIGES *Social Studies and Dean of Instruction*
A.B., Ursinus College; A.M., Ph.D., Columbia University

MYRTLE L. HESSE *Co-operative Supervising Teacher*
B.S., Ohio University; A.M., Columbia University

G. G. HILL *Director of Business Education Department*
A.B., Western Maryland College; M.C.Ed., Susquehanna University; A.M., University of Pittsburgh

RICHARD C. HITCHCOCK *Physics*
B.S., M.A., Wesleyan University, Middletown, Connecticut; Ed.D., New York University

THOMAS J. HUGHES *Music Education*
B.S., New York University

MERRILL B. IAMS *Biology*
B.S., Allegheny College; A.M., Columbia University

C. M. JOHNSON *Social Studies*
A.B., Muskingum College; A.M., University of Chicago

CARLETON C. JONES — *English*
B.S., Bowling Green State University; A.M., University of Michigan

FLORENCE B. KIMBALL — *Dean of Women*
A.B., Hood College; A.M., Columbia University

NORMAN KING — *Co-operative Supervising Teacher*
B.S., M.Ed., University of Pittsburgh

ORVAL KIPP — *Director of Art Department*
A.B., Carnegie Institute of Technology; A.M., Columbia University

RUTH KNOWLES — *English*
A.B., Western State Teachers College, Kalamazoo, Michigan; A.M., Columbia University

IRENE LOY KOUGH — *Laboratory School*
B.S., New York University; A.M., Columbia University

LUCILLE J. LITTLEFIELD — *Acting Librarian*
B.S., Simmons College; M.S., School of Library Service, Columbia University

MARY R. LOWMAN — *Music Education*
B.S., A.M., New York University

MAUDE McDEVITT, R. N. — *Nurse*
Kane Summit Hospital

HELEN McLEAN — *Laboratory School*
B.S., A.M., Columbia University

LILLIAN I. McLEAN — *Education*
B.S., Kansas State Teachers College; A.M., Columbia University

E. J. McLUCKIE — *Business Education*
B.S., A.M., University of Pittsburgh; C.P.A. (Pennsylvania)

LOUISE ANDERSON MACDONALD — *English*
A.B., Iowa State Teachers College; A.M., University of Iowa

JOY MAHACHEK — *Mathematics*
A.B., Iowa State Teachers College; A.M., Columbia University

HELEN C. MERRIMAN — *Home Economics*
B.S., Purdue University; A.M., Columbia University

GEORGE P. MILLER — *Health and Physical Education*
B.S., A.M., Columbia University

M. LINCOLN MILLER — *Laboratory School*
B.S., Bradley Polytechnic Institute; A.M., University of Pittsburgh

WILDA LEA MONTGOMERY — *Extension Courses*
A.B., West Virginia University; A.M., Ed.D., University of Pittsburgh

M. ELLA MOORE — *Co-operative Supervising Teacher*
B.S., University of Pittsburgh; A.M., Columbia University

RACHEL MOSS — *Home Economics*
B.S., University of Tennessee; M.S., Pennsylvania State College

MARY HELENA MULDOWNEY — *Music Education*
B.S., A.M., New York University

DOROTHY MURDOCK — *Art*
B.S., A.M., Columbia University

CARRIE BELLE PARKS NORTON — *English*
A.B., Syracuse University; A.M., Columbia University

KATHRYN O'TOOLE — *Laboratory School*
A.B., Iowa State Teachers College; A.M., Columbia University

OSIE OVERMAN — *Co-operative Supervising Teacher*
A.B., Indiana State Teachers College, Terre Haute, Indiana; A.M., Columbia University

ETHYL VERNA OXLEY — *Home Economics*
A.B., Iowa State Teachers College; A.M., Columbia University

REBA N. PERKINS — *English*
A.B., University of Illinois; A.M., Ph.D., University of Pittsburgh

ELFA M. PORTER — *Laboratory School*
A.B., Iowa State Teachers College; A.M., University of Iowa

LILLIAN HAZLETT PRICE — *Co-operative Supervising Teacher*

EARL ELWOOD PRUGH — *Health and Physical Education*
B.S., Ohio Wesleyan University; A.M., Columbia University

MARY I. RANKIN — *Co-operative Supervising Teacher*
B.S., A.M., University of Pittsburgh; A.M., Columbia University

CLEAVES M. REECE — *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

PEARL R. REED — *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania

LAURA M. REMSBURG — *Music Education*

RALPH WILLIAM REYNOLDS — *Art*
A.B., Beloit College; A.M., University of Iowa

FLORENCE RIDENOUR *Assistant Librarian*
A.B., Ohio Northern University; B.S. in L.S., Carnegie Institute of Technology; A.M., Columbia University

RUTH N. RINK *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

PAUL A. RISHEBERGER *Education*
A.B., Washington and Jefferson College; A.M., University of Pittsburgh

HELEN ROSE *Home Economics*
A.B., A.M., University of Kansas

RALPH S. ROWLAND *Business Education*
A.B., Cotner College; A.M., University of Nebraska

MARY LOUELLA RUSSELL *Co-operative Elementary Supervisor*
B.S., Ohio University; A.M., Columbia University

A. PAULINE SANDERS *Director of Home Economics Department*
B.S., Pennsylvania State College; A.M., Columbia University; Ph.D., Pennsylvania State College

LEROY H. SCHNELL *Mathematics*
A.B., Albion College; A.M., University of Michigan

VERA SIMPSON *Laboratory School*
Ph.B., University of Chicago; A.M., New York University

ESTHER M. SKOG *Music Education*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., New York University

DAVID PAUL SMAY *Art*
B.S., State Teachers College, Indiana, Pennsylvania; M.A., Columbia University

THOMAS SMYTH *Biology*
B.S., Virginia Polytechnic Institute; A.M., Ph.D., Cornell University

ESTHER E. SNELL *Health and Physical Education, Nurse*
B.S., R.N., Ohio State University; M.S., University of Michigan

DWIGHT SOLLBERGER *Biology*
B.S., State Teachers College, Slippery Rock, Pennsylvania; Ph.D., Cornell University

EDNA LEE SPROWLS *English*
B.L.I., Emerson College

RHODES R. STABLEY *English*
A.B., Lebanon Valley College; A.M., Columbia University; Ph.D., University of Pennsylvania

MARY ALICE ST. CLAIR — *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania

LAWRENCE STITT — *Music Education*
B.S., A.M., New York University

MARGARET I. STITT — *Speech*
A.B., Muskingum College; A.M., Columbia University

HAROLD W. THOMAS — *Business Education*
B.S., Grove City College; M.S., University of Pittsburgh

RUTH I. THOMAS — *Co-operative Supervising Teacher*
B.S., University of Wisconsin; A.M., Columbia University

ANNA J. THOMPSON — *Co-operative Supervising Teacher*
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* ROBERT W. TIMMONS — *Health and Physical Education*
B.S., M.Ed., University of Pittsburgh

FLORENCE WALLACE — *Social Studies*
A.B., Wellesley College; A.M., Columbia University

ROBERT FRANKLIN WEBB — *Business Education*
B.C.S., Bowling Green Business University; A.B., Bowling Green College of Commerce

W. M. WHITMYRE — *Dean of Men, Social Studies*
A.B., Syracuse University; A.M., Harvard University

KATHERINE H. WILKEY — *Business Education*
A.B., University of Chattanooga; A.M., Columbia University

MARION WILLS — *Home Economics*
B.S., M.S., Ohio State University

MARTHA E. ZIMMERMAN — *Co-operative Supervising Teacher*
B.S., State Teachers College, Indiana, Pennsylvania; A.M., Columbia University

NORAH E. ZINK — *Geography*
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago

CO-OPERATIVE SUPERVISING TEACHERS

Gertrude Q. Brubaker....Portage
Laura Buterbaugh.....Indiana
Harry Canfield .....Indiana
Alice Clements .....Indiana
Anna Confer .....Barnesboro
Frances Dailey .....Dayton
Alverda Fagley .....Brockway
Anna Dixon Fisher .....Clymer
Elsie Garlow .....Blairsville
Marcella Gibson .....Latrobe
Lois S. Gruver .....Claysville
Helen Hinchman .....Johnstown
Catherine Hindman ..Penn Twp.
Dorothy C. Hindman..Penn Twp.
W. Robert Kline.....Indiana
Mabel Monroe ....Punxsutawney
Virginia M. Neill.Peters Township
Edna Pifer .....Punxsutawney
Jean K. Pollock....Elders Ridge
Mildred B. Sievers...Commodore
Katherine Stumbaugh....Latrobe
James Stoner .....Indiana
Virginia Thompson....Blairsville
Emily Vosburgh .....Latrobe
George West.....Punxsutawney

* On leave to the United States Navy.

THE COLLEGE

The State Teachers College at Indiana is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election. The following curricula are offered:

An Elementary Curriculum designed primarily to prepare for teaching in the kindergarten and in grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for teaching in junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in public schools.

A Business Education Curriculum designed primarily to prepare for teaching commercial subjects in public schools.

A Home Economics Curriculum designed primarily to prepare for teaching home economics in public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of public school music.

HISTORY

A State Normal School was authorized by act of the General Assembly of 1871. Indiana was favored as the site for this institution and the first building was opened for students May 17, 1875. The original building was named John Sutton Hall, in honor of the first president of the Board of Trustees. A continuous expansion of the physical plant and surroundings has brought a fine campus into existence with all the equipment necessary to carry on a complete college program.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees, and the name was changed to the State Teachers College at Indiana, Pennsylvania. A Board of Trustees appointed by the Governor of the Commonwealth is the official agency of control.

LOCATION AND TRANSPORTATION FACILITIES

Indiana Borough, the county seat of Indiana County, is located in the foothills of the Alleghenies at an elevation of about 1,300 feet, an ideal location for cleanliness and beauty. It is easily accessible by automobile, as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by excellent roads.

The Edwards Lakes to Sea, the Blue Ridge, and the Horrell Shortway lines operate buses on frequent schedule to Pittsburgh. Shortway buses also operate between Indiana, Saltsburg, Cherry Tree, and Barnesboro, with passenger service available to all towns along the route. In addition, the Blue Ridge line makes connections east from Blairsville and Johnstown via the Greyhound lines. The Edwards Lakes to Sea line goes north through DuBois, Ridgway, and other points to Buffalo with some connections on the Greyhound lines. The Harmony line makes connections with Johnstown, Butler, and New Castle. Local bus lines operate between Indiana and Creekside.

Indiana is served by bus connections with the main line of the Pennsylvania Railroad at Torrance and Johnstown. Baggage service only, however, is available in Indiana. The Baltimore & Ohio Railroad makes connections between Indiana and Punxsutawney.

Tickets may be purchased at the College Book Room for the Shortway line and their buses stop at the College.

CAMPUS

The Campus comprises 34 acres of land, 23 of which are in the original campus. In the center of the campus is a historic oak grove, about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is beautified by a careful distribution of shrubs, flowers, and vines artistically arranged.

BUILDINGS

John Sutton Hall is the largest building. In addition to housing more than 500 women students, it contains the administrative offices, post office, co-operative store, parlors and recreation rooms, the President's apartment, and lounges for day students. The ground floor contains an excellent laundry and ironing room, a shampoo room, and a candy kitchen for the use of women students. The rooms located on this floor in the North Wing have all been remodeled. Here the day students have a library reading room, community rooms and lounges.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and the Music Education Department on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; since that time it has served as a dormitory for women.

Wilson Hall Library was erected in 1893 and was named for A. W. Wilson, third president of the Board of Trustees. It was completely rebuilt in 1941 and provides ample facilities for the reading and study necessary to the various curricula of the College, as well as an opportunity for students to read widely as their growing interests develop.

The working space of the library is centered on the first floor; the second floor is given over to reading rooms in which the most used books are shelved; on the ground floor are the steel stacks where the remainder of the books are kept.

LIBRARY HOURS

Monday through Friday

7: 45 A. M. to 5: 00 P. M.

7: 00 P. M. to 9: 00 P. M.

Saturday

7: 45 A. M. to 5: 00 P. M.

Sunday

2: 30 P. M. to 5: 00 P. M.

Residents of Indiana are given the privilege of using the library whenever that use does not interfere with the regular instructional program.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building. It contains laboratories, recitation rooms, and a cafeteria conducted by the Home Economics Department.

The Gymnasium Building was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

The Arts Building, completed in 1931, houses the Art, Business Education, and Home Economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

The Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or of super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

The Laboratory and Demonstration School, completed in 1939, provides for a complete elementary and junior-high-school program. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, a psychological clinic, a health clinic, a speech clinic, a library, and music and art studios. A fine demonstration room, with seats for 160 observers, is a unique feature of the building.

The College Lodge plays an important part in the instructional and recreational life of the school. Owned by students and faculty, the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Cottages owned by the College and bordering the campus are occupied principally as dormitories by men and women students. Two of them are used by the Home Economics Department as home management houses. Another, known as the "Activities Cottage," is comfortably furnished and has convenient kitchen facilities. Small groups of 30 to 40 students use it frequently for both formal and informal social gatherings.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

A Field House on the athletic field provides accommodations for visiting teams.

FEES, DEPOSITS, REPAYMENTS

CONTINGENT FEES

Contingent Fee for Regular Session. A contingent fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	$45.00
Secondary Curriculum	45.00
Art Curriculum	63.00
Business Education Curriculum	57.00
Home Economics Curriculum	72.00
*Music Education Curriculum	90.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking seven or fewer semester hours—whether in regular, Saturday campus, or extension classes—pay at the rate of six dollars per semester hour. Students taking more than seven semester hours pay the regular contingent fees; provided that the regular contingent fee for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

Contingent Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is $6.00 per semester hour. A minimum contingent fee of $18.00 is charged.

Contingent Fee for Three-Weeks Pre- and Post-Sessions. The contingent fee for the Pre- and Post-Sessions is $6.00 per semester hour.

Contingent Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional contingent fees:

	Summer Session	Pre-Session	Post-Session
Art	$ 6.00	$3.00	$3.00
Business Education	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

* This fee includes private instruction for all work which may be assigned by the Director or by the student's adviser, but does not include fees listed under "Special Fees for Music Students" on page 19.

HOUSING FEE

The housing fee for students is $72.00 per one-half semester, $48.00 for the Summer Session, and $24.00 for the pre- and post-sessions. This includes room, meals, and limited laundry. For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for the Summer Session is made. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time. A student may, at the direction of the President of the College, occupy a double room alone by paying an additional $36.00 per semester, or $12.00 for a Summer Session.

STUDENT ACTIVITY FEE

An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of $10.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. For the regular Summer Session the fee is $2.50, and for the Pre- or Post-Summer Sessions, $1.25. No activity fee is charged for Saturday campus and extension classes.

LATE REGISTRATION FEE

Each student registering after the date officially set for registration is required to pay an additional fee of $1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the Late Registration Fee shall not exceed $5.00. The same regulation shall apply to approved inter-semester payments.

FEES FOR OUT-OF-STATE STUDENTS

Students whose legal residence is out of the State of Pennsylvania, carrying the regular 32 semester-hour load in secondary and elementary education, pay a contingent fee of $192.00 per year. Out-of-state students enrolled in other curricula pay additional contingent fees as follows: Art, $36.00; Business Education, $24.00; Home Economics, $54.00; Music Education, $90.00.

SPECIAL FEES

Private Instruction in Music. A charge of $24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the Music Department. Members of the Music Department who wish additional private instruction other than that assigned by the Director (and included in their $45.00 contingent fee) pay the same rate for this extra private instruction.

The fee for rental of piano, band, or orchestral instruments for one period per day for practice is $6.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge an additional $1.00 for each day. Day students who are admitted to the infirmary board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of $5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of $1.00 is charged for the second and each subsequent transcript of records.

Delinquent Accounts. No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

In addition to the above fees the average student will require approximately $30.00 per semester for books, gymnasium costume, student organization dues, etc.

DEPOSITS

Advance Registration Deposit. A deposit of $10.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's contingent fee. If, however, the student notifies the College at least three weeks before the opening of school that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made through the Department of Revenue, on application by the student through the college authorities. This repayment must be approved by the Board of Trustees and by the Department of Revenue.

No fees or deposits other than those specified above will be charged.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Bookstore and drawn against by countercheck from time to time. A small fee will be charged for this service.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

No return of any part of the advance registration deposit will be made for any causes whatsoever, except (1) where students give notice of intention to withdraw at least three weeks before the College opens, or (2) when the student is rejected by the College. For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and contingent fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees.....June 7
Payment in full of all regular Summer Session fees.....June 28
Payment in full of all Post-Session fees.....August 9
Payment for the first half of first semester.....September 13-14
Payment for the second half of first semester.....November 8-13
Payment for first half of second semester.....January 17-22
Payment for second half of second semester.....March 27-April 1

Payment for the entire semester may be made in September and January if desired.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including contingent fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Bookstore purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the President and to the Business Office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

REQUIREMENTS

ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Presidents of the State Teachers Colleges, May 13, 1932. Five general bases for admissions were set up:

General Scholarship
Character and Personality
Health and Physical Vigor
English Fundamentals and Psychological Tests
A Personal Interview

Candidates for admission must be citizens of the United States and must satisfy these five general requirements in detail as outlined below:

General Scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

1. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.

2. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation provided:

   a. They are recommended by their high-school principal as being able to do creditable college work;

   b. Appraisal of the detailed high-school record indicates to admission authorities of the College that the candidate can do satisfactory college work;

   c. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the College.* Applicants satisfactorily meeting requirements b and c above will be admitted on probation. Such students will be required to withdraw from the College unless they meet the required standard of scholarship.

Integrity and appropriate personality as shown by an estimate by secondary-school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.

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* Students who are required to take this examination will be notified by the Registrar upon receipt of their high-school transcripts. Entrance tests will be held at the College at 10:30 A. M., Friday, August 6, and Wednesday, September 8.

Students from a distance and students whose high-school transcripts have not been received to date will take the test Monday, September 13, at 1:15 P. M. These students will register Monday evening.

1. The estimate of the secondary-school official will be recorded by a check mark in the appropriate column of a three-point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

2. This will be included as a part of the high-school record blank.

Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of a predisposition toward ill health as determined by a medical examination at the College.

1. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the College. This medical examination will be checked by the examining physician at the College, and students may be required to undergo a complete re-examination.

2. Applicants may be rejected for the following reasons:

   a. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, and thyroid.

   b. Defective vision of marked degree.

   c. Permanently impaired hearing.

   d. Marked speech defects.

   e. Unsightly deformities.

   f. Marked obesity.

3. Students with remedial defects may be accepted on condition that immediate treatments be undertaken for the removal of these defects.

Normal intelligence and satisfactory command of English, as evidenced by ratings in standard tests, is expected. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all state teachers colleges.

A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

1. The purpose of the personal interview is:
   a. To give the examining committee of the College an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers.
   b. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.
2. The interview will be conducted at the College. Information regarding the dates for interviews will be sent by the Registrar with all applications. Specific information regarding interviews may be secured at any time by writing to the Registrar.

ADVANCED STANDING

The following regulations governing admission with advanced standing were approved by the Board of Presidents of the State Teachers Colleges, July 19, 1940:

1. Transfers from other institutions will not be accepted without certificates of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where the grades are marked on a percentage basis, work graded five per cent above the minimum passing grade will be accepted.
3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence or extension work toward limited certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed 32 semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

A student transferring from another college will be required to meet the same requirements as any other applicant. No student may obtain a certificate or degree without a minimum residence of one year in this College.

SCHOLASTIC REQUIREMENTS

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality Points. Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per semester hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have secured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this college.

Junior Standing. Formal admission to junior standing is a requisite for continuing the program in teacher education. This marks the time when the professional work is intensified. Second year students are requested to make application for admission to junior standing and to meet the following qualifications:

A. The scholastic record must be "C" average or better for the first two years' work.

B. A "C" average must be attained in English courses or a satisfactory score made on the Sophomore English Test.

C. Adequate background as measured by the Sophomore Tests in English, General Culture and Contemporary Affairs must be shown.

D. A personality that is satisfactory for a teacher must be in evidence.

E. Evidence of physical stamina and freedom from physical defects that may interfere with the duties of a teacher must be presented.

F. The voice must be pleasing and free from objectionable qualities.

G. A well balanced record of extra-curricular activities must have been developed.

Credentials will be examined by the Committee on Admissions to Junior Standing and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching until each of the following requirements is satisfied:

1. The number of quality points must equal or exceed the number of hours earned at Indiana. Students who have transferred from other colleges must have completed at least the equivalent of one semester at Indiana.

2. Candidates for the degree must have two semesters of work with a C-average and no failures in these semesters. One such semester shall be required for those who are seeking the State Standard Limited Certificate.

3. All required courses in English up to the teaching semester must be completed. The applicant must have a C-average in all these courses (not including Fundamentals of Speech) or he must have passed with a satisfactory rating a standard test in English form and usage, given by the College. Competency in English usage shall be demonstrated. Weakness in English skills, as shown by low grades and test scores, should be removed by repetition of courses. Each student is responsible for maintaining and improving his English skills.

4. A C-average in all courses that are to be used for certification in any particular field will be required.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15.

REQUIREMENTS FOR GRADUATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are definitely four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election.

Graduates of the special curricula—art, business education, home economics, and music education—receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field. These graduates are frequently certified to teach at least one other field in the junior and senior high school.

Graduates of the elementary curriculum receive the degree of Bachelor of Science in Education and the Provisional College Certificate. This certificate entitles the holder to teach for three years in the first six grades of any public school and in grades seven and eight if these are not organized as part of a junior high school. After three years of successful teaching and the addition of six hours of approved college courses, the certificate is changed to a Permanent College Certificate.

Graduates of the secondary curriculum receive the same degree, Bachelor of Science in Education and the Provisional College Certificate, which entitles the holder to teach in any junior or senior high school the subjects written on the face of the certificate. Permanent certification is secured on the completion of three years of successful teaching and the completion of six semester hours of approved work.

A student in the secondary curriculum must meet certification requirements in two fields, in one of which he must have at least 24 semester hours and in the other at least 18 semester hours. Required courses are included in the above, except that the course in "Fundamentals of Speech" is not included in meeting the requirements for certification in English.

Besides the degree curricula in the special fields of art, business education, home economics, and music education, Indiana provides all courses necessary for certification in the secondary fields of English, French, geography, mathematics, science, social studies, Spanish, and speech.

TWO-YEAR AND THREE-YEAR GRADUATES SEEKING A DEGREE

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum as previously organized are admitted to junior standing for a degree in the elementary or secondary field provided they are graduates of an approved four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years credit, but those who transfer to the secondary field will lose some credit, usually from four to six hours.

Graduates of any two-year curriculum can secure not more than two full years credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two- or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school must do at least one-half of the work required beyond previous graduation or certification at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to courses given here and provided that all grades be above D or the equivalent. Not to exceed 25% of the number of semester hours of credit needed for a four-year curriculum may be taken in extension classes. Saturday campus classes are credited as residence work and not as extension. Correspondence courses are not accepted.

Graduation in Three Years. The College will maintain its scholastic standing during the emergency, but it has made arrangements to allow students to complete their work in three calendar years by at-

tending the 12-weeks summer sessions for three years. For further particulars concerning the summer sessions prospective students should write for a copy of the summer bulletin.

REQUIREMENTS FOR CERTIFICATION

State Standard Limited Certificate. The State Standard Limited Certificate, heretofore given to those who completed three years of work on an elementary-degree curriculum, has been discontinued for all who entered after February 1, 1939. Any student who entered Indiana before that date may secure details concerning this certificate from the Dean of Instruction.

Renewal of State Standard Limited Certificate. (From Department of Public Instruction Bulletin, Sept. 1, 1938.)

1. The twelve semester hours required for the renewal of the state standard limited certificate are to be earned during each renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the minimum rate by which the holder of a state standard limited certificate may move toward the completion of an elementary-degree curriculum.

2. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript—or otherwise—that the 12 semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary-degree curriculum.

Students will note particularly that work for the renewal of the State Standard Limited Certificate must be approved toward a degree in the elementary field. This renewal work should be taken in the school from which the student expects to secure his degree. If taken at another college, approval of the courses must be secured in advance from the Dean of Instruction of the college from which the student expects to secure his degree.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved credit enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the State. The six required hours must include two or three hours in education and the remainder in a field in which the candidate is already certified.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of 18 semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers, including at least six semester hours of student teaching in the elementary field. This preparation must be in addition to the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certificated for teaching in the secondary field by adding 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

GENERAL INFORMATION

NEW STUDENTS

Preliminary. The prospective student should send to the Registrar, State Teachers College, Indiana, Pennsylvania, for an application blank for entrance into the College. This blank should be properly filled out and returned with his room reservation deposit of $10.00. This deposit is required in advance for the reservation of a room and is credited on the following semester's contingent fee.

Advance reservation deposits may be returned to students, provided three weeks before the opening of the semester they notify the College of their intention not to attend, and provided the request for a refund is approved by the Board of Trustees and the Department of Revenue. See page 21.

Room Assignments. Rooms are assigned in the order in which applications and room deposit are received, and as nearly in accordance with students' preferences as possible. Students are not permitted to room alone except as indicated on page 19.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until registration day, and students will not be admitted to the dormitories before that time, without extra cost, unless special arrangement is made with the office of the Dean of Women.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

Freshman Dormitory. In order to better orientate freshman women, a section of John Sutton Hall has been set aside as a Freshman Dormitory. Special regulations are set up for freshmen, and counselors supervise their daily routine carefully, acquaint them with customs and traditions, and advise them as situations arise. It is hoped that this plan will bring better adjustments to the problems of college life.

Student Supplies. Students who live in school dormitories or private homes are furnished bed linen and bedspreads. Each student must provide blankets, towels, window curtains, soap, needed toilet articles, etc.

Students must also furnish their own gymnasium attire. The Physical Education Department requires regulation gymnasium and pool equipment, which can be purchased in the College bookstore at a saving to students. The required costume for men costs about $3.00. The cost for women is a little higher.

Baggage. All baggage is delivered to the basement of John Sutton Hall, and porters will transfer it directly to the students' rooms. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number.

Students living in school cottages should mark their baggage with the street address; the college truck will deliver it to the rooming place.

Registration Day. All freshmen and other new students will report for registration, classification, and other activities, Monday, September 13. All other students will register after noon on Monday, September 13 and September 14. On arriving at the College, students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed.

The Handbook. The Student Council publishes a handbook which is given to entering students. This handbook contains information concerning the college set-up and routine and is a great help to new students.

BOARDING STUDENTS

The State Teachers College at Indiana is primarily a dormitory school. It admits as day students only those who live with parents or near relatives. Women students live in the dormitories and cottages under faculty supervision. Men students room in school cottages, in fraternity houses, or in private homes approved by the College. All boarding students take their meals in the college dining room.

Vacation and Guest Charges. Students remaining at the school during Thanksgiving, Christmas, Easter, or summer vacation will be charged at the transient rates. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 35 cents; lunch, 45 cents; dinner, 60 cents.

Fire and Air Raid Precautions. Students are not permitted to use or to have stoves, electric irons, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector. Smoking in dormitory rooms is absolutely forbidden, due to the fire hazard. Radios are permitted, but must be installed by the school electrician. Extension cords and double sockets are not allowed.

In case of air raid alarms and blackouts the college defense council has worked out a definite plan for the protection of students. Drills are held periodically so as to keep students acquainted with the college organization.

Laundry. The laundry of all boarding students, to the extent of ten plain pieces per week, plus towels and napkins, is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name either written in indelible ink or by sewed-on name tapes. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the Sterling Name Tape Co., Winsted, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the free use of women students.

Room Assignments. Up to May 1, those students who have paid the room reservation deposit of $10.00 will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said room. At a meeting as soon after May 1 as possible, the remaining rooms are put up in order of desirability. If two or more groups of women students desire the same room, the groups draw lots for it. This process continues until all women in school are assigned to rooms for the following year. Only students who have paid the room-reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled, and they take their place on the list of entering students.

Infirmary. In a wing of John Sutton Hall is located the infirmary which is thoroughly equipped for all routine work. Two registered nurses are always on duty. No medical service is provided, but physicians are easily available for students requiring medical attention. Thirteen beds are available in two wards, and there are two private rooms where resident students may have three days' free hospitalization. A fee of $1.00 is charged for each day after that. Commuting students are given free dispensary service and may be admitted to the infirmary for hospitalization, for which a fee of $2.00 per day from the first day is charged. The protection of student health both by caring for illness early in their inception, and assisting students to establish scientific health habits is the primary purpose of the health service at Indiana. All students are given a complete medical examination at the time of entrance to the College and medical inspections annually thereafter. Free dispensary service is available to students in clinics conducted in the infirmary and in the Laboratory School.

Dormitory Life. General supervision of the personal and social welfare of women students is exercised by the Dean of Women and hall teachers. Student body, faculty, and administration co-operate to maintain high standards of social life and conduct. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations. Participation in government is vested in the Resident Women's League, of which all resident women are automatically members. Representatives from each hall and cottage make up the League Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. The college handbook, given to entering students, contains detailed information.

Women students are under college jurisdiction from the time of arrival in Indiana in September until they leave in May, with the following exceptions: Thanksgiving, Christmas, and spring vacations, if

spent outside of Indiana, and at all other times after they reach their homes.

For going home week-ends, first- and second-year students must have either permission sent from home for each visit, or a form card on file covering any week-end. All women are expected to register when off campus for evenings and week-ends, and to cancel such registrations when they return. For first- and second-year students, week-ends spent elsewhere than home must be with parental approval and college consent. A permit from parents to ride in automobiles must be filed in the office of the Dean of Women. This applies to all women students. The College reserves the right to withhold privileges whenever it is for the best interest of the College or of the student concerned.

Guests. Persons calling on students should be approved by the Dean of Women. In no case can visitors be allowed to interfere with college duties, and for this reason visits should be made during week-ends only.

Any student entertaining a visitor in college buildings over night should register the visitor with the Dean of Women, have her approval, and notify the hall teacher that a guest is present. This privilege applies only to visitors of school age and should be used only on Saturday night when it is possible to use the bed of someone away for the week-end. Day students are not permitted to stay in the dormitory over night. Guests are under the same regulations as students, and the hostess is responsible for her guest. All meals are paid for at current transient rates.

Students may accompany mothers or near relatives to a hotel for meals or for the night if arrangements are made in advance with the Dean of Women.

On Sundays, mothers are permitted to visit students in rooms from 10:00 to 12:00 A.M. and 2:00 to 5:30 P.M. At all other times, guests are received in reception rooms on the first floor. Buildings are closed to guests at 10:00 P.M.

Visits. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits. It is strongly advised that students do not go home oftener than once a month.

DAY STUDENTS

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as day students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families who are not immediate relatives. Violation of this regulation will result in loss of credit for work.

Accommodations for day students are provided on the ground floor of John Sutton Hall and consist of a large women's lounge attractively furnished, a dining room, and a lounge for men. There is also a quiet room equipped for sleep during the day. Additional library facilities recently made available provide pleasant study conditions for non-resident students, and racks and shelves in lounges offer space for wraps and books. Students through their House Committee assume responsibility for care and use of rooms set aside for them.

SELF HELP, LOAN FUND, AND SCHOLARSHIPS

National Youth Administration. During the last six years Indiana, in common with other colleges, has had available under the N.Y.A., through the federal aids to education, considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is, there will be open to a number of worthy students, who otherwise could not attend school, an opportunity to earn part of their college expenses.

Student Employment Bureau. Through this office, deserving students may secure work which enables them to earn money which will help them to carry on their education at Indiana. The rate of pay, except for work requiring special skills, is the same as that paid N.Y.A. workers.

Work. A few students are permitted to work in private families for their room and board. Arrangements for such students should be made with the Dean of Women prior to registration.

Loan Fund. The Jane E. Leonard Memorial Loan Fund was begun several years ago and has been built up largely through the work of faculty and students. During the last few years most of the alumni units have come to the aid of the fund, and some have made very liberal contributions. The fund now totals about $16,000. The governing board in charge of granting loans consists of the Dean of Instruction, the Dean of Men, the Dean of Women, and an alumni member. The plan in operation provides for the granting of loans to juniors and seniors, with interest at two per cent, payable at maturity of loan, with the regulation that not more than $100.00 be loaned to a student during one semester and that the maximum sum loaned to any student shall not exceed $200.00.

Men's Varsity "I" Club. This group, composed of all boys who have won a varsity "I", has built up a loan fund of several hundred dollars for those members who need financial assistance temporarily. The club's major activities are publishing the football programs, holding two social functions each year, and staging the annual Varsity Show.

State Scholarships. Holders of State Scholarships may attend state teachers colleges and use the scholarship award toward meeting their expenses.

ADVISORY SYSTEM

A carefully worked-out advisory system is in use at Indiana. Every student is assigned to a faculty adviser in his major department, who assists the student in keeping a check on his work and advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester teachers report to the advisers the students who are doing poor work in their classes.

GRADE REPORTS

As soon as possible after the close of each semester a full report of the previous semester's work is given every student on a record card provided by the student. Reports of students' grades are not sent to parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts regarding their grades. If they have not reached this stage of maturity and integrity, they would seem to lack qualities highly desirable in prospective teachers.

COMMENCEMENT EXERCISES

One commencement is held each year at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the commencement exercises. The regulation cap and gown sanctioned by the Intercollegiate Bureau and Registry of Academic Costume are worn by seniors upon the proper occasions.

ALUMNI

Number. Since its founding, Indiana has graduated approximately 13,000 students from its various curricula. Approximately 2,800 degrees have been granted since the school became a college in 1927. The support of these alumni has been an important factor in the consistent growth of the College.

Alumni Association. Indiana has a strong Alumni Association. Organized units are active in all sections of Pennsylvania. There are also units in New York, Michigan, Ohio, and New Jersey. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis, with the local unit in each community sending its representatives to the meeting of the executive council, which meets twice a year. In this way it is hoped that every graduate may be brought into close relationship with the school through membership in an active local unit.

Of interest to all alumni is the publication of the Alumni Directory in August, 1940, the first since 1922. In addition to complete lists of graduates with their addresses and occupations, this volume contains a history of Indiana and a number of interesting tables presenting

various kinds of data relative to alumni groups. An Alumni Office is prepared to give information relative to the various activities of the alumni.

PLACEMENT SERVICE

The services of the Placement Bureau are available to all students of the College who receive certification. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. High-school graduates who have not previously attended college will be given special attention for the summer of 1943. The courses are planned primarily for those who have had previous work, and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.
2. Graduates of two- or three-year curricula who are working toward degrees in their fields.
3. Graduates holding degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.
4. Students in regular attendance who wish to hasten the date of graduation or who wish to make up failures or incompletes received the previous year.
5. High-school graduates who wish to complete the college course by May, 1946.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. A Pre-Session of three weeks will open on Monday, June 7, and close on Friday, June 25. The regular Summer Session for 1943 will open on Monday, June 28 and close on Saturday, August 7. A Post-Session of three weeks will open on Monday, August 9, and close on Friday, August 27. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours credit in both the Pre-Session and the Post-Session.

Send for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS AND EXTENSION CLASSES

Saturday campus and extension classes are offered for those who are now teaching and wish to continue their education during the regular school year. The contingent fee is $6.00 per semester hour of credit and no activity fee is required. Not more than six semester-hours credit can be earned in one semester by one who is doing full-time teaching.

Saturday Campus Classes are held on the campus on Saturdays (generally between 8:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester-hours credit each semester. Persons interested should write for a schedule of courses.

Extension Classes. For those too far from Indiana to attend Saturday Campus Classes, arrangements may be made for one or more courses by extension. Such courses may be offered at convenient centers when a sufficient number of students agree to take the same one or more courses. Teachers may earn as much as 25 per cent of the credit needed for a four-year curriculum by taking courses in extension classes. If there is a demand for a certain course at any given place, a communication should be sent to the Director of Saturday Campus and Extension Classes.

CENTRAL-WESTERN EDUCATION CONFERENCE

Each fall the College sponsors a two-day educational meeting known as the Central-Western Education Conference. At this conference western Pennsylvania educators assemble to discuss educational problems and hear nationally known educational leaders. Co-operating with the College in promoting the conference are the newly formed convention district of the Pennsylvania State Education Association, Indiana County Teachers Institute, Indiana Borough teachers, Southwestern Pennsylvania County Superintendents Association, Indiana County Principals Association, Parent-Teacher groups, and other professional and lay organizations concerned with problems of present-day education. Faculty and students of the College also participate actively in the programs of the conference.

STUDENT ORGANIZATIONS AND ACTIVITIES

In order that students may have opportunities to develop their own avocational interests and desirable qualities of leadership, initiative, and co-operation, the College sponsors a variety of student organizations.

STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Student Council. The Student Council co-operates with the administration in the consideration of school problems which pertain to scholarship, school life, community relationships, and professional development. During the 1941-42 school year the Student Council was formed in accordance with recommendations made by a group known as the Student Participation Committee. This committee, comprising both students and faculty, is a continuing body for the study of problems connected with student participation in school government, which recommends to the Student Council changes to be inaugurated. The Student Council is active in recommending changes of policy to the administration and improving student life in general.

Student Co-operative Association. The student activity fee paid by each student is used to finance the Student Co-operative Association. The activities of this organization include the sponsoring of musical presentations, lectures, entertainments, and intramural and inter-collegiate athletics. One of the items of expenditure is for the operation of the college bus. Frequent educational excursions are made to places of historical interest; occasional trips are taken to Pittsburgh to see dramatic presentations. Each student receives a copy of the college annual, "The Oak," and the college newspaper, "The Indiana Penn." The College Bookstore, under the management of this association, sells supplies to students and furnishes them books at a discount. During the past year the Student Co-operative Association furnished the funds for approximately 30 students to attend student conferences at various points in Pennsylvania and other states. Under the sponsorship of the Student Co-operative Association all-college dances are held each Saturday evening. These dances entail no expense for the student. In addition to these Saturday dances, students may dance for an hour after dinner on Mondays and Wednesdays. At each of these dances students and faculty act as hosts and hostesses.

The finances of the Student Co-operative Association are administered by the Finance Committee, composed of both students and faculty.

Resident Women's League. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in the dormitories or cottages.

Men's Student League. This group, made up of all the men students, co-operates with the administration in managing the affairs of men students.

Non-Resident Student League. This organization promotes social contacts and activities of non-resident students.

RELIGIOUS ORGANIZATIONS

Although the College is non-denominational, its authorities aim to make it a place of positive religious influence. In an effort to promote observance of Sunday, an evening vesper service is held, in which students are invited to participate. They are urged to attend the churches of their choice on Sunday and to be present at the weekly convocation at which a part of the time is given over to non-sectarian devotional activities. Four Sunday evenings each year the College and the churches of the community combine in bringing to Indiana outstanding ministers. Dr. John Alexander Mackay, President of Princeton Theological Seminary, and Rev. Dr. James Martin Gillis, Editor of the *Catholic World,* were speakers during the last year.

Through the Y.W.C.A. and the Y.M.C.A. students are afforded other avenues for experience in Christian living. These take the form of religious meetings, social functions, and opportunities for community service. As far as war conditions will permit, exchange programs with other colleges, attendance at regional conferences and the Kanesatake summer convocations, and membership in the World Student Christian Movement provide opportunities for studying state, national, and world religious problems. In addition to these activities, many groups of students affiliate with the various churches in the community, thereby participating in the religious and social life of others of their own belief. Another opportunity for religious participation is given in a special non-sectarian Spiritual Life Program which extends over several days. Speakers and councilors from different denominations speak at convocations during this week and aid students in individual and group conferences.

LEONARD LITERARY SOCIETY

The Leonard Literary Society has a rich history of literary and dramatic activities, dating from the personal inspiration of Jane E. Leonard, whose name honors the society.

An all-student organization, its chief function is to present annually a series of three-act and one-act plays. Major performances of the year just past include the Broadway hits "Idiot's Delight," "Skylark," and "Arsenic and Old Lace."

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club and the Tuesday Night Art Activities to stimulate and direct the interest in art both within and outside the Art Department. The College Annual, "The Oak," is under the direction of this department.

The Department of Business Education provides for members of its department the Freshman Junior Chamber of Commerce and the Junior Chamber of Commerce. These organizations serve social and developmental purposes within the department. In the spring of each year a Merchandise Fair is staged in the college gymnasium, affording the merchants of the community a chance to display their merchandise, and giving the students in Retail Selling practice in arranging displays.

The Departments of Elementary and Secondary Education have clubs to stimulate interest in their fields and unite students with common interests.

The English Department sponsors the American College Quill Club to encourage creative literary activity; the Robinson Reading Choir for those interested in choral reading, and the Indiana Penn, a weekly newspaper.

The Geography Department sponsors the Alpha Omega Geographers, a selected group of outstanding geography majors, which furthers professional work and social contacts in the field; and the Travel Club, composed of geography majors and other interested students, which holds no regular meetings, but instead takes one or two trips a year. In 1941 the Travel Club visited the Blue-Grass Region in Kentucky.

The Home Economics Department sponsors the Home Economics Club which aims to develop leadership, responsibility, and resourcefulness, and to provide opportunity for participation in professional and social activities. This local club is affiliated with the Pennsylvania State Home Economics Association and the American Home Economics Association.

The Music Department sponsors a large variety of activities, some required of music students, others elective. A few are open to all students of the school who are interested in music. These groups are the Music Club, Junior Choir, College Choir, Concert Band, Marching Band, Men's Glee Club, College Symphony Orchestra, and Women's Chorus.

The Physical Education Department during the last several years has enlarged its sports club program. At present, those students especially interested in a particular sport may band themselves together for the promotion of this sport. Under the direction of the Physical Education Department, in addition to the Red Cross Life-Saving Club, Bicycle Club, and the Rifle Club, are found the Women's Athletic Association, which aims to promote interest and skill in sports, to develop a well-rounded athletic program, and to foster recreation and good fellowship; and the Women's Varsity "I" Club which organizes intramural activities for girls and supplies sport managers for W.A.A. activities. Other activities that lend themselves easily to club work are skiing, tobogganing, archery, and roller skating.

The Science Department sponsors the Biology Club which attempts to stimulate professional interest among the students through association with each other in special problems, and to afford students an opportunity to follow special interests. The David C. Alter Scientific Society stimulates research in the field of physical sciences; the Out-of-Doors Club teaches students to enjoy the natural environment; and the Photography Club furthers interest in photography through supervised activities.

The Social Science Department sponsors the Inter-collegiate Conference on Government, which studies state and national problems and discusses these at a state meeting at Harrisburg; The International Relations Club, open only to Social Studies majors; and the Open Forum, open to all students interested in discussing national and international affairs.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. In 1928 a Chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is "to unite in a congenial group students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business and commercial training, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in Business Education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. All of these honorary fraternities are subject to the control of the Honorary Fraternity Council.

Educational Fraternities. Three national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1908. Alpha Chapter has been active on the campus as a local organization since 1927. Eta Chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana, April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

Inter-fraternity Council. This small group made up of the president and sponsor of each fraternity, and the Dean of Men, meets occasionally to regulate inter-fraternity affairs.

SORORITIES

Educational Sororities. Six national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Alpha Sigma Tau, Pi Kappa Sigma, Theta Sigma Upsilon, and Delta Sigma Epsilon. Only students who have completed sixteen semester hours of work with a C-grade average and no failures are eligible for membership. Sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals of womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

DIVISION OF ELEMENTARY EDUCATION

RALPH B. BEARD, *Director of Division*

The elementary education curriculum prepares students to teach in kindergarten-primary, intermediate, and rural schools. Persons with degrees in other fields may receive limited certification in elementary education upon the completion of six or more hours work in this field, for the present, and permanent certification upon the completion of 30 hours work.

Upon the completion of the four-year curriculum in elementary education the degree of Bachelor of Science in Education is granted to students whose work is satisfactory.

Opportunities in Elementary Education. There is an urgent demand for competent teachers for the elementary schools. Students should prepare now to help boys and girls for the tasks ahead. A prime requisite for such a teacher is a love for children. The opportunity to serve your country through teaching was never so great. The field of elementary education offers many excellent opportunities to capable high-school graduates. The legislature has raised the minimum salaries of elementary teachers and the tenure law leads to permanent employment.

The new Laboratory School offers to elementary students excellent opportunities for observation, demonstration, and student teaching in the kindergarten and elementary grades. Placement opportunities have been unusually good for students with degrees for a number of years and at present the demand exceeds the number of teachers available.

At present many capable students are planning to accelerate their programs by attending the summer sessions and thus to graduate in less than four years.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 18–21.)

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I (including Library Science)...	4	3
Fundamentals of Speech	3	3
Biological Science I..	4	3
Health and Physical Education I.....	3	1
Place and Purpose of Education in the Social Order (including School Visitation)	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II.....	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II..	4	3
Health and Physical Education II.....	3	1
Appreciation of Art..	3	2
	20	16

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I.....	3	3
Economic Geography.	3	3
General Psychology..	3	3
Physical Science I....	4	3
Health and Physical Education III.....	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II.....	3	3
Educational Psychology	3	3
Principles of Sociology or Principles of Economics	3	3
Physical Science II...	4	3
Health and Physical Education IV.....	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
U. S. History before 1865	3	3
Teaching of Reading	3	3
*Music I	4	2
*Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Health and Physical Education V	3	1
Electives	3	3
	23	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
History of Pennsylvania	2	2
Teaching of English (including Handwriting)	4	3
*Music II	3	2
*Art II	3	2
Health and Physical Education VI	3	1
U. S. History since 1865	3	3
Electives	2	2
	20	15

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Literature and Story-Telling	3	3
Evolution of the American Public School	2	2
Ethics	3	3
American Government, Federal, State, and Local	3	3
	19	17

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

SPECIALIZATION AND ELECTIVES

Students who complete the basic elementary four-year curriculum, including 12 semester hours of electives, offered at the college at which the degree is to be conferred, will receive elementary certification.

Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (not offered at Indiana) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

*Students enrolled in the Elementary Curriculum must demonstrate in written and oral examinations a sufficient mastery of the knowledge and skills necessary to enable them to pursue these professional courses with profit; otherwise they will be required to take a preliminary course in the subject without credit.

	Clock Hours	Semester Hours
a. Early Childhood Education		
Early Childhood Education ...	3	3
*Student teaching in grades below fourth..	18	12
Curriculum Materials: Selection and Adaptation for Early Childhood Grades	4	3
Total	25	18
b. Intermediate Education		
Teaching of American History and Government	3.	3
*Student Teaching in intermediate grades	18	12
Curriculum Materials: Selection and Adaptation for Early Childhood Grades	4	3
Total	25	18
c. Rural Education		
Rural School Problems	3	3
**Student Teaching under rural school conditions ...	18	12
Curriculum Materials: Selection and Adaptation to rural schools or in grades 1-6 or 1-8 under conditions approximating those in rural schools	4	3
Total	25	18

Electives may be chosen from the following:

Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Special Education	3	3

* Three semester hours of the 12 required may be observation and participation in other age levels of the elementary field.

** Three of the 12 semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

Speech, including Dramatics	..	..
Teaching of Arithmetic	3	3
Courses in any Academic Field	6	6

Elementary students interested in specialization in speech should refer to page 66 for more complete information.

All students are required to take part, without credit, in one physical-education activity each semester in which no physical education courses or student teaching are required. In addition to this, all students must take one other extra-curricular activity one semester each year.

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DIVISION OF SECONDARY EDUCATION

JOY MAHACHEK, *Director of Division*

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curriculum in secondary education. That curriculum is four years in length, requires 128 semester hours properly chosen for completion, and leads to the degree of Bachelor of Science in Education. It is planned to give the prospective teacher as broad a background as possible and at the same time to give him intensive training as follows: aeronautics education, English, geography, French, mathematics, science, social studies, Spanish, and speech. Courses in these fields are fitted into the program as "Electives."

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students to serve their nation best both in peace and war. The broad background and specific knowledge necessary for such teachers can be obtained by completing satisfactorily the required courses, by developing thoroughly their major interests and by making the best use of their professional training in the 12 hours of student teaching done under the careful supervision of training teachers.

FEES AND EXPENSES

	Semester
Contingent Fee (payable in two installments)	$ 45.00
Housing Fee (payable in two installments)	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	25.00
	$224.00

(Also see pages 18–21.)

CURRICULUM IN SECONDARY EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I (including Library Science)	4	3
Fundamentals of Speech	3	3
Biological Science I	4	3
Health and Physical Education I	3	1
Place and Purpose of Education in the Social Order (including School Visitation)	3	3
Appreciation of Music	3	2
	20	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Principles of Geography	3	3
Biological Science II	4	3
Health and Physical Education II	3	1
History of Civilization	4	4
Appreciation of Art	3	2
	20	16

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science I	4	3
Health and Physical Education III	3	1
Electives	3	3
	19	16

FOURTH SEMESTER

	Clock Hours	Semester Hours
Literature II	3	3
Principles of Sociology or Principles of Economics	3	3
Educational Psychology	3	3
Physical Science II	4	3
Health and Physical Education IV	3	1
Electives	4	4
	20	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
American Government — Federal, State, and Local	3	3
School Law	1	1
Educational Measurements	2	2
Health and Physical Education V	3	1
Electives	10	10
	19	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Health and Physical Education VI	3	1
Problems of Secondary Education	2	2
Electives	13	13
	18	16

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Evolution of the American Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	10	10
	17	16

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching and Conferences	18	12
Curriculum Materials: Selection and Adaptation	4	3
	22	15

THE REQUIRED AND ELECTIVE COURSES IN EACH FIELD ARE INDICATED BELOW:

AERONAUTICS EDUCATION

Recommended:

	Clock Hours	Semester Hours
Aviation Mathematics	3	3
Aircraft Communications and Regulations	3	3
General Service and Structure of Aircraft, Including Gliders and Model Airplanes	3	3
Aerial Navigation	3	3
Meteorology	3	3
Aerodynamics and Theory of Flight	3	3
		18

	Clock Hours	Semester Hours
Electives:		
Aircraft Engines—Types, Operation and Servicing	6	3
History and Identification of Aircraft	3	3
Climatology	3	3
Commercial Air Transportation	3	3
Flight Experience (evidenced by private pilot's license or equivalent)	3	3
		15

BIOLOGY

Recommended:	**12 sem. hrs.**	
Botany I and II	10	6
Zoology I and II	10	6

Chemistry I and II are required instead of Physical Science I and II.

Electives:	**12 sem. hrs.**	
Anatomy (comparative)	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3
Conservation of Plant and Animal Resources	5	3

CHEMISTRY

Recommended:	**18 sem. hrs.**	
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry	6	4

Physics I and II are required instead of Physical Science I and II.

Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	**6 sem. hrs.**	
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition	5	3
Photography	5	3
Colloidal Chemistry	4	3

ENGLISH

Required:	**12 sem. hrs.**	
English I	4	3
English II	3	3
Literature I	3	3
Literature II	3	3
Recommended:	**6 sem. hrs.**	
English Philology	3	3
Advanced Composition	3	3
Electives:	**6 sem. hrs.**	
Shakespeare	3	3
World Literature	3	3
Modern Novel	3	3
Romantic Period	3	3
Victorian Prose and Poetry	3	3
Essay	3	3
Short Story	3	3
Eighteenth Century Literature	3	3
Pre-Shakespearian Literature	2	2
Contemporary Poetry	2	2
Modern Drama	2	2
Journalism	2	2

FOREIGN LANGUAGES
FRENCH

Recommended:	**18 sem. hrs.**	
French I: Beginning French	3	3
French II: Beginning French	3	3
French III: Elementary College French	3	3

French IV: Elementary College French	3	3
French V: Nineteenth Century	3	3
French VI: Nineteenth Century	3	3

GENERAL SCIENCE

Recommended: 30 sem. hrs.

Chemistry (one course)
Physics (one course)
Botany (one course)
Zoology (one course)
Earth Science (one course)
Mathematics (one course)

Other courses from these fields to make a total of 30 semester hours.

GEOGRAPHY

Required:	**6 sem. hrs.**	
Principles of Geography	3	3
Economic Geography.	3	3
Recommended:	**12 sem. hrs.**	
Geography of the United States and Canada	3	3
Geography of Latin America	3	3
Geography of Europe.	3	3
Geography of the Pacific Realm	3	3
Electives:	**6 sem. hrs.**	
Climatology and Meteorology	3	3
Physiography	3	3
Conservation of Natural Resources	3	3
Field Course	3	3
Commercial and Industrial Geography.	3	3
Trade and Transportation	3	3
Cartography	3	3

MATHEMATICS

Recommended:	**18 sem. hrs.**	
Algebra	3	3
Trigonometry	3	3
Analytic Geometry	3	3
Calculus I	3	3
Calculus II	3	3
Statistics	3	3
Electives:	**6 sem. hrs.**	
Applied Mathematics.	3	3
Algebra II	3	3
History of Mathematics	3	3
Tchg. of Jr.-Sr. High School Mathematics	3	3
Synthetic Geometry.	3	3

PHYSICS

Recommended:	**15 sem. hrs.**	
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

Chemistry I and II are required instead of Physical Science I and II.

Botany (3 hrs.) and Zoology (3 hrs.) are required instead of Biological Science I and II.

Electives:	**9 sem. hrs.**	
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

SOCIAL STUDIES

Required:	**13 sem. hrs.**	
History of Civilization	4	4
Sociology	3	3
Economics	3	3
American Government	3	3
Recommended:	**9 sem. hrs.**	
History of U. S. I (U. S. History before 1865)	3	3
Social and Industrial History of the U. S.	3	3
Modern European History	3	3

Electives:	**3 sem. hrs.**	
Early European History	3	3
Principles of Economics	3	3
Principles of Sociology	3	3
History of Latin America	3	3
Comparative Govt.	3	3
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	3	3
History of Pennsylvania	3	3
Ethics	3	3
Renaissance and Reformation	2	2
Industrial Relations	3	3
Constitutional History and Law	3	3
History of Philosophy	3	3
Social Problems	3	3

SPEECH

Required:	**8 sem. hrs.**	
Fundamentals of Speech (not counted towards certification)	3	3
Speech Problems	3	2
Play Production	3	2
Interpretative Reading	3	2
Phonetics	2	2
Electives:	**10 sem. hrs.**	
Community Dramatics and Pageantry	3	2
Stagecraft and Scenic Design	4	2
Costuming and Make-up	3	2
Creative Dramatics	2	2
Psychology of Speech.	3	3
Speech Pathology	3	3
Speech Clinic I	4	2
Speech Clinic II	4	2
Argumentation and Debate	2	2
Voice and Diction	2	2

EDUCATION

JOSEPH M. UHLER, *Head of Department*

RALPH B. BEARD
HAROLD L. CAMP
TOBIAS O. CHEW
GUY PRATT DAVIS
JAMES E. EICHER
LILLIAN I. MCLEAN
PAUL A. RISHEBERGER

The Education Department, through its courses, furnishes the groundwork for the professionalization of the content of other courses. Thus, the Education Department serves the entire school. It touches every student in every department and thereby makes the College a professional school. The Laboratory and Demonstration School is the workshop where the educational philosophy taught in the College is put into practice. The Laboratory and Demonstration School and the educational work of the College are under the same administration, thereby establishing the closest relationship possible.

*CORE COURSES

Place and Purpose of Education in the Social Order 3 cr.

In this, the student's first course in Education, the emphasis is placed upon the American school as the main support of our American way of life and the most important factor in the perpetuation of democratic principles of government. The course leads from a brief history of educational systems of the past to a careful consideration of the major functions of education in the contemporary society of today. Present-day challenges both to our schools and to society are studied in detail. Adequate observations in the Laboratory School lend concreteness to the principles discussed in class.

General Psychology 3 cr.

This course, a prerequisite to all other psychology courses, is a preview of the science of human activities with emphasis on the activities of the individual. It introduces the student to the aim and methods of psychology, some general principles, individual differences, intelligence, personality, remembering, learning, motivation, feelings and emotions, the sense organs, observation, attention, thinking and imagination, and mental conflicts.

Educational Psychology 3 cr.

This course involves a study of the educational aspects of psychology. It includes the psychology of learning, the nature and measurement of intelligence, the psychology of individual differences and the applications thereof to the educative process, the psychology of school subjects, and the psychology of adjustment. An eclectic viewpoint is presented.

* Courses required in the Elementary and Secondary Education curricula.

School Law 1 cr.

The purpose of this course is to familiarize the prospective teacher with the legal phases of the Pennsylvania school system. The laws concerning health, attendance, contracts, certification, districts, directors, financial support, etc., will be considered.

Educational Measurements 2 cr.

This is an introductory course in educational measurements designed to acquaint students with the elementary statistical techniques used in measurements; with the construction and use of different types of objective tests; and with standard tests in the several fields, their uses as related to instruction, and the criteria for their evaluation. Laboratory work in scoring papers, in tabulating, recording, and graphing, and in the interpretation of the test results are considered as integral parts of the course.

Visual Education 1 cr.

This is a core course required of all students before a permanent certificate will be granted by the Commonwealth of Pennsylvania. Its purpose is to prepare teachers to know how and when to use visual and other sensory aids. Techniques for the use of the various visual-sensory aids are stressed.

Evolution of the American Public School 2 cr.

This course presents a study of the European influence on early American education, the development of the various types of schools and their modifications as influenced by educational movements at home and abroad, and the leaders connected with these movements. Special attention is given to the development of the Pennsylvania system and its present organization.

Ethics 3 cr.

The purpose of this course is to aid prospective teachers in the formulation of concepts regarding standards of conduct in relation to all phases of life. The course is introduced by a brief consideration of the historical development of ethics, followed by a thoughtful consideration of the various phases of individual, social, political, economic, and professional conduct. Special emphasis is given to the study of the professional ethics of teaching. Various codes and articles are carefully analyzed.

Curriculum Materials: Selection and Adaptation 3 cr.

The purpose of this course is to broaden the concept of subject matter and to give the beginning teacher a sense of values which can be used in the selection of educative experiences. It aims also to teach him, through guidance in his planning and teaching, how to organize, motivate, and carry out these experiences in child learning. The course is given concurrently with student teaching.

Student Teaching 12 cr.

Each student is required to teach full time for one semester. The teaching is done in the Laboratory and Demonstration School, and in the co-operating public schools under college supervision. A gradual induction into the process of teaching is given by supervising teachers. The student is expected, as a result of the course, to be able to take complete charge of a teaching position and to adjust to the school system in which he may teach after graduation. See page 25 for eligibility requirements.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

Teaching of Reading 3 cr.

This course includes a study of the psychology of learning as related to the teaching of reading, as well as a survey of the research, systems of reading, and measurement of reading at each grade level. Many observations are made in the Laboratory and Demonstration School. The course is a prerequisite to student teaching and should follow three hours, preferably six, of psychology.

Children's Literature and Story Telling 3 cr.

This course is planned to give elementary teachers a thorough knowledge of the materials which will introduce children to the emotional and historical experience of the race included in its literature. Some of the knowledges, skills, and techniques given the prospective teacher are: knowledge of children's interests in books at various levels of development, ability to judge a book for its merits and its appeal to children, acquaintance with the various sources of books, ability to tell or read a story or poem to children acceptably, and techniques for building children's interests.

REQUIRED COURSES FOR SECONDARY EDUCATION STUDENTS

Problems of Secondary Education 2 cr.

This course involves a consideration of the practical problems of development, organization, and management as they affect the secondary-school teacher at work. Prospective high-school teachers should be familiar with the problems in education which are peculiar to children at the secondary level. The course considers in detail such problems as disciplinary situations, student participation in school control, the changing curriculum, extra-curricular activities, marks and marking, etc.

ELECTIVES

Adolescent Psychology (Secondary) 2 cr.

This course is a study of research and the conclusions to be drawn therefrom in the areas of personality, emotions, social adjustment, character development, problems of morality and religion, attitudes,

interests, home adjustments, school adjustments, and mental hygiene. Prerequisite: General Psychology.

Child Adjustment (Elementary) 3 cr.

This course involves five phases of study: the psychological bases of behavior and adjustment; the forms or patterns of adjustment and maladjustment; personality traits and their measurement; the principles and procedures of positive mental hygiene; and the functional application of these principles to classroom situations and problem cases. This course is designed especially for the student of the elementary curriculum. Readings, reports, case studies, and institutional visitations comprise the work. Prerequisites: General Psychology, Educational Psychology.

Child Psychology (Elementary) 3 cr.

This course purposes to study the child as a behaving and maturing organism; to acquire information as to the origins and beginnings of child behavior and the patterns whereby such behavior becomes manifest in the course of development and learning; to gain a functional knowledge of childhood behavior and activities which per se are both scientifically interesting and meaningful; to gain a mastery of those facts and principles which will aid in a better understanding of many later adult problems and dynamisms, and to apply the principles of learning to the child's educative process. Observations of children and case studies are made. Prerequisites: General Psychology, Educational Psychology.

Civic Education 3 cr.

The purpose of this course is to give the prospective elementary teacher a comprehensive understanding of present-day civic problems, a well formulated philosophy of civic education, and a knowledge of materials of instruction and methods of procedure in civic education.

Diagnostic and Remedial Instruction in Reading 3 cr.

The fundamental objectives of this course are to enable the classroom teacher adequately to diagnose reading disabilities and to apply proper corrective procedures. Group tests of achievement and capacity and individual diagnostic tests and instrumentative techniques are demonstrated through actual disability cases. Emphasis is placed upon case studies in both diagnosis and remediation. Each student is required to do individual testing. Techniques for diagnosing both silent and oral reading are presented and causes of difficulties investigated. Basic principles, materials, and organization for remedial reading are considered in their relation to effective teaching. Prerequisites: The Teaching of Reading, Educational Measurements.

Early Childhood Education 3 cr.

The course in Early Childhood Education has the following objectives: to develop an appreciation of the importance of maturation in

the first 11 years of a child's life; to show the value of experience as a basis of growth; to provide an understanding of the value of organized knowledge used in relation to recognized needs, and to place emphasis on the importance of providing a proper environment where children may be happy and undisturbed in natural growth.

Guidance (Secondary) 2 cr.

This course presents the need for and the nature of guidance in the secondary school together with the concepts, kinds, and methods of guidance. The use of tests in guidance is demonstrated by a battery of tests administered to members of the class. Emphasis is placed upon the functional aspects of guidance in educational and vocational fields; in personal, social, and civic development; and in recreational and health habits. The three-fold function of the course aims at guidance, education for competence, and placement. Prerequisite: Educational Measurements.

Mental Hygiene (Secondary) 3 cr.

The fundamental purpose of this course is to gain an understanding of the ways and means of individual orientation toward human happiness and adjustment. It endeavors to develop a background for the study of human conduct and to gain an understanding of the foundations of human behavior as to their origins and modifications. This course is designed especially for students in secondary education, business education, art, music education, and home economics who desire further insight into the problems of the adjustive process. Prerequisites: General Psychology, Educational Psychology.

Philosophy of Education 2 cr.

In this course an effort is made to develop attitudes toward educational and social problems. Modern theories of education are considered as to their historical development; their foundation in science and philosophy; their basis in social, economic, political, and educational conditions; and their implications for school practice with special reference to curriculum, method, administration, and supervision.

Special Education 3 cr.

The purpose of this course is to help the student attain a functional understanding of the various types of psychological and sensory deviates, theoretical and practical, both as concerns the genesis of their adjustment processes and patterns of behavior; their treatment and management; and the guiding principles and laws for their instruction and rehabilitation. The general content involves a study of the principles underlying the treatment, management, and instruction of the several types of children as concerns special education and the review of case studies as illustrative procedures. Prerequisites: General Psychology, Educational Psychology, Child Psychology.

THE PSYCHO-EDUCATIONAL BUREAU

The purpose of the Psycho-Educational Bureau is to aid the public and private schools of the service area, the College Laboratory and Demonstration School, and the students of the College in the diagnosis and prognosis of difficulties, in the follow-up programs of testing, and in the setting-up of remedial measures. It is specifically concerned with individual and group intelligence testing, the measurement of educational achievement, discernment of special abilities and disabilities, testing the sensory functions, the determination of levels of adjustment and the diagnosis of personality integration, diagnosis and remedial treatment of speech problems, and guidance and counseling of college students.

A special function of this Bureau is to aid college students who are below standard in their reading ability. This is done through individual instruction.

Practicum in Psychological Clinic Variable Credit

It is the purpose of this course to offer preparation in clinical practice and techniques to those individuals who desire the basic preparation in the special fields of testing. In general, the work involved will include case studies; giving, scoring, and interpreting tests; personality inventories; and the use of clinical instruments. Specifically, the areas offered are: mental tests, personality inventories, aptitude tests, diagnostic achievement tests, and interest inventories.

ENGLISH

RHODES R. STABLEY, *Head of Department*

CARLETON C. JONES
RUTH KNOWLES
LOUISE A. MACDONALD
CARRIE BELLE PARKS NORTON
REBA NILES PERKINS
EDNA LEE SPROULS
MARGARET I. STITT

Through its core courses required of all students, the English Department offers service to the whole college. Because of the need of good English by teachers of all subjects, candidates for student teaching are required to reach a satisfactory standard in both oral and written expression. (See page 25.) At the end of the sophomore year, therefore, a general English examination is given to all students to determine their competency in these matters.

A student wishing to offer English as his first field of specialization must obtain 24 semester hours of credit. As a second field he must have 18 semester hours. However, these are only minimum requirements. Anyone interested in adequate preparation should, through judicious selection of electives, secure a wide background in the various fields included in English teaching in secondary schools. Most universities, furthermore, require at least 30 hours of undergraduate work in English as a prerequisite to graduate study for advanced degrees.

The English staff includes a specialist in speech correction. Individual attention is given to students with specific speech difficulties. Different forms of hesitancy, inaccuracy, and inadequacy are discovered and remedied before candidates are recommended for teaching positions.

To meet a growing need in public schools, Indiana is authorized to offer a Speech Curriculum leading to certification on the basis of 18 semester hours. In addition, courses are offered in Speech Correction. Students in both elementary and secondary curricula, by utilizing free electives, may add Speech to their certificates.

*CORE COURSES

Fundamentals of Speech 3 cr.

Designed to suit the needs of individuals, this course emphasizes elementary training in voice, posture, conversational and platform speech, and parliamentary practice. Voices of students are recorded for diagnostic and remedial purposes. This course may not be counted in the 18-hour minimum for certification.

English I 3 cr.

Although primarily an introductory course in composition, this work also stresses reading habits, interests, and skills. Units include

*Courses required in the Elementary and Secondary Education curricula. Exemptions from English II and Literature I are granted to exceptional students on the basis of annual tests. Exemptees are required to take advanced courses in the field.

library and dictionary work; the groundwork is laid for the writing of long papers.

English II 3 cr.

This is a continuation and development of English I, with special emphasis on the writing and presentation of research papers.

Literature I 3 cr.

Although the principal content of the course is selected largely from outstanding British writers of the past as well as the present, students are encouraged to read independently, to discover preferences, and to establish satisfactory habits of reading. Prerequisite: English I.

Literature II 3 cr.

This course aims to help students read and appreciate some of the most important American writers, with special emphasis on contemporary work as it reflects and interprets contemporary life. Prerequisite: English I.

COURSES RECOMMENDED FOR SPECIALIZATION IN ENGLISH

In addition to these core courses, students desiring certification in English should elect Advanced Composition and English Philology. The department will rarely recommend for certification anyone who does not have credit for these two courses. Permission to register will be granted by the head of the department only to those who have already made a good record in the core courses.

Advanced Composition 3 cr.

An advanced course in writing, it includes, in addition to much free composition, a careful consideration of the following problems: writing as an art; self-criticism as a basis for self-improvement; and requirements of professional letters. Prerequisites: Core Courses, and permission of the head of the department.

English Philology 3 cr.

Designed to give students an understanding of the technical aspects of modern English grammar and usage, this course includes: history of the English language, derivations, dictionary study, vocabulary building, techniques of linguistic research, levels of usage, pronunciation, spelling, factual grammar as an organized body of knowledge, and teaching methods appropriate to the presentation of functional grammar. Prerequisites: Core Courses, and permission of the head of the department.

ELECTIVE COURSES

World Literature 3 cr.

Extensive reading of foreign literature in translation, with special attention to the work of modern writers, forms the basis of this course. There is a loose grouping of materials by nationalities so as to make

possible a study of common problems, temperaments, and literary characteristics. Prerequisites: Core Courses in English.

Shakespeare 3 cr.

This course includes a careful analysis of a few selected comedies, tragedies, and chronicle plays; a reading and discussion of many others; and a brief historical survey of the Elizabethan age. Prerequisites: Core Courses in English.

Modern Novel 3 cr.

The work includes the rapid reading of many novels and the detailed reading of a few to discover changes, tendencies, and developments. Although English and American works are stressed, some attention is given to European, South American, and Asiatic writers. Prerequisites: Core Courses in English.

Victorian Prose and Poetry 3 cr.

In addition to extensive reading in Victorian literature, this course stresses especially the works of Carlyle, Ruskin, Huxley, Newman, Arnold, Tennyson, and Browning. Literary art, philosophy, and social implications are studied with reference to present-day problems. Prerequisites: Core Courses in English.

Modern Drama 2 cr.

The reading of important modern dramas, together with a brief survey of the historical development of dramatic literature, production, and criticism, forms the basis of this course. Attention is also directed to plays appropriate for reading and production in high schools. Prerequisites: Core Courses in English.

Romantic Period in English Literature 3 cr.

The materials of this course are taken chiefly from the works of Wordsworth, Coleridge, Shelley, Keats, Byron, and Scott, with special reference to the aesthetic, philosophic, social, religious, and educational problems of the period. Prerequisites: Core Courses in English.

Contemporary Poetry 2 cr.

This course includes the best work of such contemporary British and American authors as Hardy, Housman, Yeats, Noyes, "AE", De La Mare, Masefield, T. S. Eliot, Robinson, Frost, Sandburg, Lindsay, Teasdale, Millay, Jeffers, and MacLeish; and of the older poets, Walt Whitman and Emily Dickinson, since they also reflect the modern spirit. Prerequisites: Core Courses in English.

Photoplay Appreciation 1 cr.

The motion picture is studied as a contemporary art form closely allied to the drama and therefore of especial significance to the English area. The course, designed to prepare teachers to handle units in motion picture appreciation included in the state course for high schools, is usually offered in conjunction with the course in Modern Drama.

Journalism 2 cr.

In addition to practice in writing news, editorials, features, and miscellaneous articles, this course offers students the opportunity to study journalistic styles, newspaper standards, factors involved in freedom of the press, and newspaper ethics. Attention is given to the skills needed to handle high-school journalism. No prerequisites; open to freshmen only by permission.

Radio in Education I 2 cr.

Designed to provide practical workshop experience, this course offers participation in all activities required for regular broadcasting over Radio Station WHJB, Greensburg. No prerequisites. Credit given toward English certification when it is the first field of specialization.

Radio in Education II 2 cr.

Students assume leadership in organization, creation, synchronization, and interpretation necessary to the art of studiocraft and broadcasting over Station WHJB, Greensburg. Prerequisite: Radio in Education I. Credit will be given toward English certification when it is the first field of specialization.

Play Production 2 cr.

Workshop activity in the production of plays affords each student opportunities in acting and in developing technical skills required in the theater. No prerequisites. Credit will be given toward English certification when it is the first field of specialization.

Choral Speaking 3 cr.

This beginning course includes work in rime, tone control, and individual interpretation of literature. An important aim is to stimulate appreciation and artistic expression through communal voicing of prose and poetry. No prerequisites.

Teaching of English 3 cr.

This course covers teaching of composition in the elementary grades. Contact with the Laboratory and Demonstration School provides abundant opportunity for observation of principles in action under expert guidance. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of English 3 cr.

This survey course includes: sources of composition materials, teaching of grammar necessary to good usage, methods of teaching imaginative writing, and the handling of socially useful activities in speech and communication. Lesson planning and observations in the Laboratory School demonstrate the relationship between theory and practice. Prerequisites: Core Courses in English.

Recent Trends in the Teaching of Literature 3 cr.

This survey course includes: study of materials read in secondary schools, research in extensive and intensive reading practices, planning of units for the presentation of literary types, selection of appropriate reading materials to meet individual interests and abilities, and investigation of available tests. Observations are carried on in the Laboratory School. Prerequisites: Core Courses in English.

Essay 3 cr.
Not offered in 1943-1944.

Short Story 3 cr.
Not offered in 1943-1944.

Eighteenth Century in English Literature 3 cr.
Not offered in 1943-1944.

Pre-Shakespearean Literature 2 cr.
Not offered in 1943-1944.

SPEECH CURRICULUM

The speech curriculum aims primarily to train teachers to speak well. Those who wish to study speech, to teach it, and to coach speech activities can meet the requirements for certification either in the elementary or secondary curriculum. Courses in speech correction authorized by the state will be given as deemed advisable.

Speech Clinic is offered for the service of all those students of the college who need help in correcting dysphemia, dyslalia, or any other functional disorder. The clinic is given with the cooperation of the Psycho-Educational Bureau in the Laboratory School.

REQUIRED OF ALL FRESHMEN

Fundamentals of Speech 3 cr.

For description see page 62. This course may not be counted in the 18-hour minimum required for certification in Speech.

ELECTIVE COURSES REQUIRED FOR CERTIFICATION IN SPEECH

Speech Problems 2 cr.

This is a study of voice and speech disorders. Prerequisite: Fundamentals of Speech and either Phonetics or Voice and Diction.

Play Production 2 cr.
See description page 65. No prerequisites.

Interpretative Reading 2 cr.

Techniques and spirit conducive to intelligent interpretation of good literature are stressed in this course for the purpose of developing skill in both library table and platform reading.

Phonetics 2 cr.

The science of speech sounds used in this course is based upon the International Phonetic System. It is a practical means for learning to use correct and artistic language. Prerequisite: Fundamentals of Speech.

ELECTIVE COURSES

Stagecraft and Scenic Design 2 cr.

Students engage in the design and in the construction of settings and properties for at least two major plays. Principles of design are presented in lectures.

Costuming and Make-up 2 cr.

This course, in addition to the history of costumes, emphasizes practical experience in costuming, make-up, and lighting of stage productions given at the college.

Creative Dramatics 2 cr.

This is a course in dramatic composition for students interested in writing, directing, and acting in their own productions. Special attention is given to the demands of such work in elementary and secondary schools.

Speech Clinic I 2 cr.

This is an observation and practice course for the theory studied in Speech Problems.

Speech Clinic II 2 cr.

Voice and Diction 2 cr.

This is chiefly a practice course for the improvement of voice and diction. The I.P.A. is used in the study of speech sounds. Recordings are made to study individual voice and speech problems. Prerequisite: Fundamentals of Speech, or permission of the head of the department.

Community Dramatics and Pageantry 2 cr.

Not offered in 1943-1944.

Psychology of Speech 3 cr.

Not offered in 1943-1944.

Speech Pathology 3 cr.

Not offered in 1943-1944.

Argumentation and Debate 2 cr.

Not offered in 1943-1944.

FOREIGN LANGUAGES

EDWARD W. BIEGHLER, *Head of Department*

The objectives of the Department of Foreign Languages are two-fold: the preparation of teachers in the various language fields; and the presentation of those languages and the cultures they represent to the non-specialist who wishes to broaden his general education by some immediate contact with them.

In recognition of this double function the basic courses in the elementary and intermediate areas of Spanish and French are designed primarily for the general student. In them the central objective is the attainment of a maximum reading ability. The formalities of grammar are reduced to their functional minimum; oral drill serves to insure a fairly accurate pronunciation and to encourage automatic response to recurring basic phrase-units. In advanced courses sufficient attention is given to those mechanics of the language necessary for its active use to afford adequate preparation of the prospective teacher.

A student offering a language as the first field of specialization must have a minimum of 24 hours in that language—18 hours as listed under recommended courses, and six hours chosen from electives. A student offering a language as a second field of specialization must have a minimum of 18 hours of credit. If possible, a language specialist should have at least the elementary work in a related language. Further courses will be offered as occasion demands.

FRENCH

COURSES RECOMMENDED FOR SPECIALIZATION IN FRENCH

French I and II (Beginning French) 3 cr. each

French III and IV (Elementary College French) 3 cr. each

This lower division sequence I-IV covers the essentials of the language, and should lead to the acquisition of sufficient vocabulary to permit facile reading of standard modern French. Reading material is chosen, in part, on a basis of social content; it affords an introductory survey of French history and civilization. There are additional collateral readings in English. Literary readings from 1850 to the present time will be chosen on a basis of interest and pedagogical merit.

Students who present one year of high-school French should take French II; those who present two years of high-school French should take French III.

French V and VI: Nineteenth Century and Contemporary French Prose and Poetry 3 cr. each

This sequence aims to present a coherent survey of the literary history of the nineteenth century, with due consideration of the social factors and events underlying it.

ELECTIVE COURSES

French VII: Outline Course in French Literature 3 cr.

This course offers a survey of the main currents of the general literary history of France, with emphasis on the seventeenth and eighteenth centuries. The eighteenth century social philosophers are studied with specific reference to subsequent social trends.

French VIII: The French Novel 3 cr.

This is a rapid survey of the development of the novel in France from its origins to the present time, with particular emphasis on the recent novel as a reflection of the contemporary and near-contemporary scene.

SPANISH

COURSES RECOMMENDED FOR SPECIALIZATION IN SPANISH

Spanish I and II: Elementary Spanish 3 cr.

Spanish III and IV: Intermediate Spanish 3 cr.

The objectives and methods of these course sequences parallel those of French I-IV.

Spanish V: Introduction to Spanish Literature 3 cr.

This course presents a rapid survey of the main currents of the literary history of Spain and Hispanic America, with particular stress on the literature of the Golden Age.

Spanish VI: Spanish Conversation 3 cr.

This course is designed to advance the student in the basic practical mechanics of the language. Material is drawn largely from nineteenth century Spanish literature and the course constitutes an elementary survey of the literary and social history of that period.

ELECTIVE COURSES

Spanish VII: Advanced Spanish Conversation 3 cr.

This course is designed to give the student greater facility in understanding, speaking, and writing the Spanish of today. The content is based entirely on recent history, customs, and manners of the Hispanic regions. Special attention is given to current periodical literature.

Spanish VIII: Commercial Spanish 4 cr.

This is a course designed to present a basic technical and commercial vocabulary and the commonplaces of commercial usage and correspondence. The factual content stresses Latin America.

Spanish IX and X: Spanish American Literature 3 cr.

This is a survey of nineteenth century and contemporary literary and social trends. This course is best taken in conjunction with Latin American History, or the Geography of Latin America.

Spanish XI and XII: Contemporary Spanish Drama 3 cr.

This is a general view of recent dramatic trends in Spain and Hispanic America. Plays chosen for reading will interpret characteristic modes of thought, and customs and manners of the various Hispanic countries.

GEOGRAPHY

LAWRENCE C. DAVIS, *Head of Department*

PAUL H. BOYTS NORAH E. ZINK

The geography department at Indiana functions principally in the Elementary and Secondary Divisions. In the secondary, it provides specialists in geography with the knowledge, skill, and ability to present geographic education on the secondary level. For primary and intermediate students geography is planned and presented to give these students in the elementary curriculum the fundamentals needed to present to young children the understandings of peoples so necessary for peace and progress. Principles of Geography and Economic Geography are fundamental to both curricula, while Geography of United States and Canada, Geography of Latin America, Geography of Europe, Conservation of Natural Resources, and Geography of Pacific Realm are taught especially for either secondary or elementary students in classes where attention is given to the particular needs of each group. Electives are Field Geography, Climatology and Meteorology, Conservation of Natural Resources, Physiography, Geography of Pennsylvania, Commercial and Industrial Geography, Trade and Transportation, and Cartography.

Twenty-four hours of work are required for the first field of specialization in geography, and 18 hours when offered as a second field of specialization.

The geography work includes lectures, assigned readings, class discussions, and conferences. Much of the work, however, consists of individual and group laboratory projects, field trips, field work, and observation work in the Laboratory and Demonstration School.

*CORE COURSES

Principles of Geography 3 cr.

This is an introductory course which develops an understanding of geography as the science of interrelationships between man and his natural environment through a study of world patterns of human occupance and related patterns of soil, climate, vegetation, topography, and mineral resources.

Economic Geography 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, world-trade movements, population distributions, national aggregations, and the related natural factors, thus furnishing a background for the study of regional geography and for teaching geography. Prerequisite: Principles of Geography.

The core courses are required as prerequisites for all other courses in geography, except by special arrangement.

*Courses required in the Elementary and Secondary Education curricula.

COURSES RECOMMENDED FOR SPECIALIZATION IN GEOGRAPHY

Geography of the United States and Canada 3 cr.

This course provides an intensive study of (1) the geographic regions of these two countries, (2) the political units, (3) the interrelationships between these sections and other parts of the world.

Geography of Latin America 3 cr.

This course is a study of regional adjustments to the natural environmental factors in Middle and South America, with special emphasis on Pan-American relations and understandings.

Geography of Europe 3 cr.

In this course an intensive analysis and investigation of the natural, political, and economic regions of Europe goes forward concurrently with an investigation of the position of Europe in world affairs.

Geography of the Pacific Realm 3 cr.

This course is an intensive investigation of the natural factors functioning in the geographic, economic, and political regions of Asia, Australia, and the Islands of the Pacific in the light of their function in the evolution of national and economic problems.

ELECTIVES FOR ELEMENTARY STUDENTS

Geography of the United States and Canada 3 cr.

In this course a study is made of the distribution of people, the patterns of land utilization, and the reasons for both of these in the United States and Canada. Human-use regions form the basis of study, and an understanding is gained of these two countries.

Geography of Pacific Realm 3 cr.

This course comprises a study of the human-use regions of Asia and the Islands of the Pacific in which the relationship between man's activities and his natural environment is shown. Other items, such as the standard of living, cultural traits of the people, etc., are considered in their relation to man's activities.

In both of the above courses special attention is given to the needs of elementary teachers in the matters of unit organization, selection of materials, and teaching techniques in geographic education.

Conservation of Natural Resources 3 cr.

This course considers the natural resources of our country, the present use of them and means for conserving or increasing them. Special attention is given to conservation problems adapted to study in the elementary school. Field trips are taken, units are written, and materials are collected.

ELECTIVES

Climatology and Meteorology 3 cr.

This course is a systematic study of climatic phenomena and of world climatic regions. It includes a study of the United States Weather Bureau and its work. Elementary weather forecasting is done by the group. An official weather station of the United States Weather Bureau is operated by the class. Experience is given in securing, organizing, and interpreting climatological materials.

Cartography 3 cr.

This course is offered to meet the needs of teachers entering the armed services and for high-school teachers engaged in the pre-induction programs of the Secondary schools. It seeks to develop the global concepts of Geography; to air-condition teachers; and to assist teachers in understanding and interpreting the war in terms of maps and to fill the need for cartographers if and when a student is inducted.

Physiography 3 cr.

This is an intensive study of the major physical features of the earth and their relation to human life.

Conservation of Natural Resources 3 cr.

This is an intensive study of the extent, variety, and utilization of our natural resources, and of methods of conservation. The work includes guided individual and group experiences in collecting, organizing, and teaching conservation material, and field trips in nearby districts.

Commercial and Industrial Geography 3 cr.

This course has for its major aims the development of geographic concepts of the bases of modern industry and commerce.

Trade and Transportation 3 cr.

This course makes a survey of the geographic bases for types, amounts, directions, and interrelations of the world's trade and transportation.

Geography of Pennsylvania 2 cr.

This course is a study of the major work activities of Pennsylvania from the standpoint of geographic planning. It considers, also, the relation of Pennsylvania to the United States and the rest of the world, and the work and population patterns of the state in relation to present and future resources. The work includes experience in preparing and teaching the Geography of Pennsylvania.

Techniques and Materials in Modern Geography 3 cr.

This course is an intensive study of modern techniques, geographic materials, and current curricula in geography.

Course in Field Geography 3 cr.

In this course an intensive field study of a small area near Indiana is made. It gives the foundation for subsequent independent investigations and for teaching field geography in high schools. The work consists of individual field work followed by group activity in the collection, organization, and presentation of geographic data.

Reconnaissance Field Studies in Geography 3 cr.

These courses provide actual field investigation of selected geographic regions. Opportunities are provided for travel study based on the use of accepted techniques for field investigation. Group field study is made, using accepted techniques, followed by individual written reports.

HEALTH AND PHYSICAL EDUCATION

GEORGE P. MILLER, *Head of Department*

LENA ELLENBERGER
MALINDA HAMBLEN
KATHERINE GRIFFITH
EARL E. PRUGH
MAUDE McDEVITT
ESTHER SNELL

*ROBERT TIMMONS

The curriculum uses the term Health Education to include both the activity courses and the personal and community hygiene courses prescribed for freshmen. The introductory courses present the basic knowledge essential to healthful living and also develop familiarity with the fundamentals of rhythmic activities and the fundamental skills needed for successful participation in individual and team sports. All students take one year of these prescribed activities, adapted to their needs and capacities.

Health and Physical Education I 1 cr.

The purpose of this course is to incorporate the theory of health with the practice of it. The course includes: (1) follow-up work after the entrance medical examination in the fall, (2) the study of individual health habits and attitudes, (3) problems of personal health and personal hygiene, and (4) physical fitness exercises including calisthenics; seasonal sports, swimming, military tactics, marching, and physical ability tests are included in this phase of the course.

Health and Physical Education II 1 cr.

This course logically follows Health Education I. Follow-up work in hygiene is continued, and physical defects that were not corrected in the first semester receive attention. The major emphasis, however, is placed on home, school, and community aspects of health. (Music students take Eurythmics.) The physical fitness exercises are continued in the second semester with the emphasis put on winter and spring seasonal activities.

Health and Physical Education III 1 cr.

The Standard Course of the American Red Cross First Aid will be taught. This course requires 20 hours of first aid. First aid certificates will be awarded upon the successful completion of the course. The rest of the time allotted for this course will be devoted to physical fitness activities.

Health and Physical Education IV 1 cr.

The Advanced Course of the American Red Cross First Aid will be taught. This course requires 10 hours of advanced first aid. The advanced certificate in American Red Cross will be awarded upon the successful completion of this course. Students passing this course are

* On leave to the United States Navy.

eligible to enroll in the Instructor's Course. The successful completion of the Instructor's Course permits the holder of the Instructor's certificate to conduct classes in First Aid. Safety education and other health problems will be taught in this semester. About two-thirds of the time allotted for this course will be devoted to physical fitness activities.

Health and Physical Education V 1 cr.

Health and Physical Education V is devoted to the teaching of health and physical education activities.

Health and Physical Education VI 1 cr.

The teaching of health and physical education activities is continued.

Health and Physical Education VII 1 cr.

All students during their senior year are required to take some form of physical education work in the semester in which they are not doing their student teaching.

First Aid 2 cr.

This course was recently added to the curriculum to meet the demand for teachers qualified to render First Aid. The college course includes the Red Cross Standard Course which requires 20 hours of work and the Red Cross Advanced Course which requires ten hours of work. Red Cross Certificates will be awarded upon the successful completion of each course. The student is eligible to enroll in the Instructor's Course after completing this First Aid Course. The successful completion of the Instructor's Course permits the holder of that certificate to conduct classes in First Aid.

No credit will be awarded for the First Aid Course unless both the Standard and Advanced Courses are successfully completed.

Teaching of Health 2 cr.

This course acquaints the students with the essential facts that children of the elementary and secondary schools need in order to develop the habits, attitudes, and knowledge necessary for healthful living. Instruction is given in the proper method of examining the eyes and ears of school children. Demonstrations of the use of the audiometer and other equipment employed for these purposes are given in the psychological clinic.

Tuberculin Test. For the last five years the tuberculin test has been given to entering freshmen and made available for such upper classmen as were interested in taking advantage of this scientific method of early diagnosis of a preventable disease. This test is now a regular requirement for all entering freshmen. The State Department of Health conducts these tests free of charge.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. This group offers all men students a chance to learn the fundamentals of major sports, and, through participation, makes available to large

numbers of students, the physical, mental, and social benefits that come from organized team play. The program has been expanded to meet the needs of the new curricula in the College, so that fall, winter, spring, and summer sports are now available. The program includes the following sports: archery, rifle, badminton, tennis, ping pong, boxing, wrestling, swimming, horseshoes, track, cross-country running, basketball, volleyball, football (six-man and touch), handball, baseball, softball, speedball, soccer, outdoor winter sports (skiing, tobogganning, and skating). Intramural Sports Days were introduced several years ago. These not only broaden the scope of the program but also afford the students the educational opportunity of seeing other college teams in action.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. Clean, wholesome athletic rivalry has a very vital place in the training of teachers. It provides opportunity for the man of exceptional ability to utilize his skill. He represents the College in intercollegiate competition. Through the contacts, adjustments, and sacrifices necessary during his training period and in the games, his educational vision is broadened. Varsity athletics also provide a rallying point around which students, faculty, alumni, and friends express their loyalty and support for their Alma Mater. Varsity teams in football, basketball, baseball, tennis, track, wrestling, boxing, riflery, and swimming have been organized.

Tennis Courts. The college has six tennis courts for its students. Tennis is a popular sport among the students and many students select this game for their recreational pastime.

Golf. Indiana is fortunate in having a good golf course only a couple of miles out of town. The College has made special arrangements with the Old Fort Country Club to use its course at a nominal fee. Golf clubs are provided by the college Physical Education Department. Classes in golf are taught in the Physical Education Department and individual instruction at reduced prices is given at the Country Club.

Red Cross Life Saving and Swimming. The College cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in life saving. This enables these students to work in summer camps and city pools as life savers.

Physical Activities H 1 and H 2 Each 1 cr.

These courses, which are required of all Home Economics students, comprise floor work and swimming. Students must pass a test in swimming before securing credit.

MATHEMATICS

JOY MAHACHEK, *Head of Department*

LEROY H. SCHNELL

A student offering mathematics as his first field of specialization must have a minimum of 24 semester hours in mathematics, 18 hours as listed under recommended courses, and six hours as chosen from the electives. A student offering mathematics as his second field of specialization must take 18 hours of required work. It is important for the student to take the courses in the sequence listed below, beginning with Algebra I in the second semester of the freshman year.

A student not choosing to specialize in mathematics may take as many of the courses as he desires, either to improve his general education or to prepare himself for technical work in other fields.

COURSES RECOMMENDED FOR SPECIALIZATION IN MATHEMATICS

Algebra I 3 cr.

This is the first course in pure mathematics and includes the study of fundamental operations, factoring and fractions; exponents; functions and their graphs; linear, quadratic, and systems of equations; proportion and variation; progressions; mathematical induction; logarithms; simple determinants, and permutations and combinations.

Trigonometry 3 cr.

This course provides a background for advanced work in mathematics and for teaching secondary mathematics, as well as the mathematical equipment necessary in the sciences. It includes a study of indirect measurement through the solution of triangles and of trigonometric analysis through the relationships between trigonometric functions. Prerequisite: Algebra I.

Analytic Geometry 3 cr.

This course analyzes geometry by applying algebraic techniques. The major topics considered are Cartesian co-ordinates; properties of the straight line, circle, parabola, ellipse, and hyperbola; tangents; polar co-ordinates; transformations; and loci. Prerequisites: Algebra I and Trigonometry, except by special arrangement.

Differential Calculus 3 cr.

This course includes functions, limits, rules of differentiation, general theorems of differentiation, maxima and minima, successive differentiation, applications of the derivatives to physical problems, and partial differentiation. Prerequisites: Algebra I, Trigonometry, and Analytic Geometry.

Integral Calculus 3 cr.

Integral Calculus includes the study of rules for integrating standard forms, the definite integral, integration formulas, methods of integration, integration as the limit of a sum, multiple integration, and applications to physical problems. Prerequisite: Differential Calculus.

Statistics 3 cr.

The course covers the use of graphs, frequency distributions, averages, measures of central tendency and dispersion, sampling, correlation, curve-fitting, the point binominal, and the normal curve. Emphasis is placed on development of formulas, as well as on skill in using them. Prerequisite: Differential Calculus.

ELECTIVE COURSES

History of Mathematics 3 cr.

The purposes of this course are: to develop a knowledge of the growth of mathematics through the centuries and of the men who contributed to it; to provide an enriched background for students preparing to teach mathematics; and to serve as an integrating course for units of mathematics previously taught. Prerequisite: Analytic Geometry.

Algebra II 3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of theory of equations, determinants, partial fractions, infinite series, complex numbers, cubic and biquartic equations, and mathematics of investment. Prerequisites: Algebra I, Trigonometry, and Analytic Geometry.

Applied Mathematics 3 cr.

This course includes the solution of problems selected from many fields of study. The main purpose of the course is to give the student a broad understanding of the power of mathematics in order that his teaching of secondary mathematics shall be effective.

Synthetic Geometry 3 cr.

This course co-ordinates and extends the skills in geometry, presents some of the world's problems in geometry, and develops ability to make constructions of a higher order than previously made.

Teaching of Mathematics in the Secondary School 3 cr.

The major objective is to prepare teachers for the modern high-school curriculum. Units include content of curriculum, philosophy, current literature, methods of instruction, use of field instruments, unit and lesson planning, testing, grading, observation, and participation.

Spherical Trigonometry and Navigation 3 cr.

This course includes the solution of right and oblique spherical triangles with emphasis on their practical application, especially in the field of navigation.

COURSES FOR ELEMENTARY CURRICULUM

Curriculum in Arithmetic 2 cr.

This is the first course in arithmetic for all students in the elementary curriculum. It is a study of the content of arithmetic in the elementary schools, the psychology of arithmetic, and the underlying principles and techniques in the teaching of arithmetic in the primary grades. Special attention is given to worth-while researches, courses of study, textbooks, useful materials, testing, and the social values of arithmetic.

Teaching of Arithmetic 3 cr.

This course is designed for those students who expect to teach in grades four to eight. It is a study of grade placement of arithmetic topics, modern methods of teaching arithmetic, principles to be applied in meeting the needs of individual pupils, testing programs, textbooks and other materials, social and business uses of arithmetic, and expert teaching as observed in the Laboratory and Demonstration School. Prerequisite: Curriculum in Arithmetic.

SCIENCE

THOMAS SMYTH, *Head of Department*

RUTH V. BRENNEMAN
BEATTY DIMIT
WILBER EMMERT
RICHARD C. HITCHCOCK
MERRILL B. IAMS
DWIGHT E. SOLLBERGER

Laboratory work is carried on in several laboratories for biology, chemistry, and physics. Additional space provides a physical science laboratory and a larger organic chemistry laboratory. Attention should be called to the greenhouse laboratory for biology classes and two propagation wings where several hundred students are allocated space for required work. Also there has been developed a small adjacent area as an arboretum, supplementing the main campus where nearly all species of trees native to Pennsylvania are found. Use is also made of the White's Woods area and the hundred-acre College Lodge tract for field work.

Specialization is offered in the fields of biology, chemistry, general science and physics. For lists of courses required in each field see pages 53, 54.

It is urged that all students whose primary interest is science attempt to achieve the following: first, that they specialize in either biological or physical science; second, that they meet the minimum requirements to teach in some field other than science; third, that they get the basic general courses in the field of science in addition to those in the area of specialization in order to be certificated in all high-school science. Any credit could advantageously be applied in the field of greatest interest to prepare better for teaching and for graduate work.

BIOLOGICAL SCIENCE

*CORE COURSES

Biological Science I and II 6 cr.

This is a course in the principles of biology. The physical basis of life, metabolism of plants and animals, and the classification of plants and animals are included in the work of the first semester. In the second semester certain special fields of biology particularly useful to the teacher are considered. These include the sense organs, nervous system, muscles, endocrine glands, heredity, eugenics, and evolution. Field trips emphasizing identification of biological forms are required. Two hours lecture; two hours laboratory per week.

* Courses required in the Elementary and Secondary Curricula.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Biological Science SD 3 cr.

This is a one-semester course for students from special departments who are required to take a shorter course than the regular session course. It is a condensation of the full-year course. Two hours lecture; two hours laboratory per week. First and second semesters.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS

Curriculum in Elementary Science 3 cr.

This course in the new curriculum replaces the old nature study course and is required of elementary seniors. Based on the year of biological science and the year of physical science it takes up something of the planning and presentation of material suitable to the elementary field. It requires participation in activities such as nature games, bird hikes; making of bird boxes, leaf prints and casts, nature trails; keeping of pets; and plant propagation with individual bench space in the greenhouse. Attention is directed to the literature of the elementary nature or science field and to the set-up of elementary science curricula. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Botany I and II 6 cr.

This course is designed to give students specializing in biology a thorough groundwork in the fundamentals of botany. During the first half of the first semester an introductory study is made of the taxonomy of ferns, fern allies, trees, and fall flowers. The remainder of the semester is devoted to a study of the structure and physiology of the seed plants. During the second semester a careful study is made of the structure and life histories of representatives of the Thallophytes, Bryophytes, and Pteridophytes. The local spring flora is studied during the latter part of the second semester. Two hours lecture; three hours laboratory per week.

General Zoology I and II 6 cr.

Zoology I deals with the invertebrates. The course is introduced through indoor and outdoor studies of the Arthropods. Subsequently the remaining invertebrate groups, starting with the Protozoa, are considered in phylogenetic sequence. First semester.

Zoology II concentrates on the Phylum Chordata. Scant attention is given to taxonomy (see special course), emphasis being placed on the biology of the classes. Economic relations are touched upon. During the first part of the semester the laboratory studies center on the external characteristics of the vertebrates, while most of the last

half is devoted to a detailed study of the frog as a generalized vertebrate. Second semester. Two hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN BIOLOGICAL SCIENCE

General Entomology 3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Summer only. Two hours lecture; three hours laboratory per week.

Ecology 3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture; three hours laboratory per week.

Conservation of Plant and Animal Resources 3 cr.

In this course attention is directed to a rich native fauna and flora, to the grave dangers threatening many species, to a consideration of the various practices that may help preserve valuable species from extermination. Prerequisite: Biological Science or equivalent. First semester. Two hours lecture; three hours laboratory per week.

Systematic Vertebrate Zoology 3 cr.

This course deals with the vertebrates which are likely to be encountered in Pennsylvania. (Birds are not included. See Ornithology.) Considerable practice is given in the identification of fish, amphibia, reptiles, and mammals. The study of the life-histories of the various forms is emphasized. Field trips are required. No prerequisites. Two hours lecture; three hours laboratory per week.

Vertebrate Anatomy 3 cr.

This course is devoted to a study of the structure of the fish, amphibian, and mammal. Emphasis is placed on the mammal study. The shark and cat are dissected individually and the amphibian is done by demonstration. This course may precede or follow Vertebrate Zoology. Prerequisite: Zoology II. Three two-hour laboratory periods per week.

General Ornithology 3 cr.

This course presents an introduction to bird study. It includes discussions based on the biology of birds, laboratory work and study concerned with the skins, and field observations. It acquaints the student with the common birds of western Pennsylvania. Early morning field trips are taken in late spring. Field glasses are desirable. Second semester and summer. Two hours lecture; three hours laboratory per week.

Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees, and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Two hours lecture; three hours laboratory per week. Offered in summer only.

PHYSICAL SCIENCES

*CORE COURSES

Physical Science I and II 6 cr.

This is a general introductory course on the college level drawing its material from the fields of astronomy, physics, chemistry, geology, and meteorology. This material is organized into a number of large basic study units. The course attempts to furnish sufficient scientific information for a broad cultural background and an appreciation of the contributions of physical science to modern living. Two hours lecture; two hours laboratory per week.

REQUIRED COURSE FOR SPECIAL DEPARTMENTS

Physical Science SD 3 cr.

This course is a condensation of Physical Science I and II into the limits of one semester as required for students in Art and Music. Two hours lecture; two hours laboratory per week.

REQUIRED COURSES FOR SPECIALIZATION IN PHYSICAL SCIENCE

Inorganic Chemistry I and II 8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, gram-molecular volume, ionization, solutions, oxidation, and reduction. Chemistry II includes atomic structure and periodic classification of elements, the metals, and simple qualitative tests for cations and anions. Three hours lecture; three hours laboratory per week.

Physics I and II 8 cr.

These two courses constitute the usual first year's work in general college physics. In the first semester mechanics and heat are studied; in the second, electricity, sound, and light. A good working knowledge of plane trigonometry is a prerequisite. Three hours lecture; three hours laboratory per week.

ELECTIVES FOR SPECIALIZATION IN PHYSICAL SCIENCE

CHEMISTRY

Qualitative Analysis 3 cr.

This is a study of the theoretical principles and practices underlying analytical chemistry. These principles are exemplified in practice by developing the preliminary and systematic procedures for the quali-

* Courses required in the Elementary and Secondary Education Curricula.

tative detection and identification of the common cations and anions. Mastery is inculcated by solving typical problems and identifying unknowns of increasing complexity. One hour lecture; six hours laboratory per week. First semester, odd years. Prerequisite: Inorganic Chemistry.

Quantitative Analysis 3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, colorimetric, and electrolytic separations and calculations on a quantitative basis. Students will visit commercial and control laboratories employing quantitative techniques. One hour lecture; six hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Organic Chemistry 3 cr.

This is a study of the properties and class reactions of various aliphatic compounds followed by a brief introduction to the aromatic series. Micro-techniques are employed in addition to the usual preparations and reactions. Two hours lecture; three hours laboratory per week. First semester, even years. Prerequisite: Inorganic Chemistry.

Biological Chemistry 3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analyses. Animal feeding tests will supplement laboratory and lecture work. Two hours lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry.

Inorganic Preparations 3 cr.

This course includes a discussion of principles, review of previous work, and problems. Preparation of inorganic compounds. Prerequisites: Inorganic Chemistry I and II.

Physical Chemistry 3 cr.

This course considers the phase rule; properties of solutions; liquids, solids, and gases; surface tension; vapor pressures; osmotic pressures; chemical cells, buffers; indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture; three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II.

Techniques of Chemical Laboratory Management 3 cr.

This course includes the following: laboratory planning, equipment, care, storage, buying, the making of solutions from stock supplies, and the setting up of apparatus for class demonstration purposes. Prerequisite: at least 14 semester hours of chemistry.

Colloid Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture; three hours laboratory per week. Prerequisite: Inorganic and Organic Chemistry.

PHYSICS

Physics III (Modern Physics) 3 cr.

Included in this course are the major developments in physics since 1895: X-rays, electronics and the modern conception of matter and energy. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

Physics IV (Mechanics) 3 cr.

This course is an introduction to more advanced topics in general mechanics. It is of special value for students majoring in mathematics. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics V (Electricity and Magnetism) 3 cr.

Alternating current theory is stressed in this course. Two hours lecture; three hours laboratory per week. Prerequisites; Physics I and II; Calculus co-requisite.

Physics VI (Optics) 3 cr.

Selected topics of a more advanced nature than is possible in Physics II form the basis for this course. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II; Calculus co-requisite.

Physics VII (Physical Laboratory) 3 cr.

This course considers installation, adjustment, use and care of physics laboratory apparatus, and equipment for large and small high schools. Techniques in planning and developing elementary research projects suitable for secondary-school demonstration are discussed. Prerequisites: Physics I and II.

Physics VIII (Radio and Television) 3 cr.

Receiver, transmitter, and power-supply theory and design; tube characteristics; mechanical and electronic television are topics this course considers. It is less advanced than Physics V. Two hours lecture; three hours laboratory per week. Prerequisites: Physics I and II.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Inorganic Chemistry I-H 4 cr.

This course is planned for home economics students. It includes an introductory study of the non-metals, gas laws, atomic structure, valence, ionization, solutions, oxidation and reduction, and the periodic classification of the elements. Two hours lecture and six hours laboratory per week.

Organic Chemistry H 2 cr.

This course includes a brief study of the aliphatic organic compounds for home economics students. Emphasis is placed on household and biological applications. One hour lecture; three hours laboratory per week. First semester. Prerequisite: Inorganic Chemistry I-H.

Physiological Chemistry H 2 cr.

This course is designed for home economics students. It includes an introductory study of the physiological functions of minerals, proteins, carbohydrates, fats, and vitamins together with the chemistry of digestion, absorption, and metabolism. One hour lecture; three hours laboratory per week. Second semester. Prerequisite: Organic Chemistry H.

Physiology H 3 cr.

This course is planned particularly for home economics students. The physiology and related anatomy of the human body constitute most of the subject matter. Several weeks of laboratory work is done on the white rat to illustrate digestion, circulation, etc. Two hours lecture; three hours laboratory per week. First and second semesters.

Bacteriology 3 cr.

This course is primarily for home economics and biology students. It is a general one-semester course dealing with bacteria in the various relations to man. Prerequisite: Biological Science or equivalent. Two hours lecture; three hours laboratory per week. First and second semesters.

ELECTIVES

Historical Geology 3 cr.

This is an elementary course in the geologic history of the earth as recorded in its rocks and fossils. Laboratory work on fossils, rocks, and minerals is included. Much time is spent in field work in the vicinity of the school. Not open to freshmen. Two hours lecture; two hours laboratory per week.

Descriptive Astronomy 2 cr.

This course is designed to fit the teacher to handle those phases of elementary science, junior-high-school science, and physics which deal with the forces and phenomena of our universe. It is a non-mathematical course. Field trips, laboratory work, and observations supplement the classroom activities.

Civil Aeronautics 4 cr.

The personnel of this course is made up of students who have completed one year of college work. The Federal Government sponsors the work and the student should pass the federal examination in Civil Air Regulations, Meteorology, and Navigation to receive credit. This is to prepare teachers for pre-flight courses in the high schools of the State.

SOCIAL STUDIES

W. M. WHITMYRE, *Head of Department*

ETHEL A. BELDEN
HELEN DORCAS HALL
RALPH E. HEIGES
C. M. JOHNSON
FLORENCE WALLACE

A student specializing in social studies must have a minimum of 24 semester hours in that field. In addition to the core subjects, three hours of modern European history and six hours of United States history are recommended.

A student offering social studies as a second area of specialization must have as a minimum 18 hours of required work.

Every candidate for certification in social studies must have at least nine hours in the social sciences.

*CORE COURSES

HISTORY

History of Civilization 4 cr.

A survey of the development of institutions and culture in the Western World is presented in this course. The creation and transmission of the cultural heritage is discussed with special emphasis placed upon the contribution to contemporary life of the so-called prehistoric period, the Ancient Orient, Greece, Rome, Medieval Europe, the Renaissance, and Modern Times.

SOCIAL SCIENCES

American Government 3 cr.

This course includes a study of the basic principles of American government, the constitution of the United States, the machinery through which it works, and some of its major problems. In the study of federal, state, and local government, attention is given to current problems.

Principles of Economics 3 cr.

In this course a preliminary analysis is made of the major principles underlying the workings of our economic system—principles that are utilized daily by entrepreneurs, land-owners, wage-earners, and capitalists. Specific attention is given to the nature and methods of economics as a social science and the processes of production and consumption.

Principles of Sociology 3 cr.

This course aims at presenting a basis for a scientific understanding of society and for further study in the field of sociology or social

*Courses required in the Elementary and Secondary Education Curricula.

work. Emphasis is placed upon social institutions, the class structure of society, collective behavior, social processes, social control, social problems, laws of social evolution, relation between society and the individual.

COURSES RECOMMENDED FOR SPECIALIZATION IN SOCIAL STUDIES

HISTORY

Modern European History 3 cr.

This course is designed as an introduction to contemporary national and international problems. It treats of the work of the Congress of Vienna in reshaping the map of Europe, the Industrial Revolution, the development of Italian and German unity, the intellectual achievements of the 19th century, and imperialism in Africa and the Orient. Special attention is paid to basic trends underlying pre-war diplomacy, the World War I, and the peace settlements.

History of the United States I 3 cr.

This course covers the period from European beginnings to 1865. It is a study of several units or movements within this time rather than an exhaustive chronological treatment. Much emphasis is placed on sources, criticisms, and writings. Discussion is the basis of class presentation.

Social and Industrial History of the United States 3 cr.

This course is a study of causes and tendencies, not a mere narration of observed facts. It is an attempt to describe the origin and development of economic and social institutions and to explain present problems by setting forth the historical background. Prerequisite: History of United States I.

ELECTIVES

HISTORY

Early European History 3 cr.

This course undertakes a study of the political and cultural development of Europe during the early modern period, 1500-1815. It treats of the emergence of national states, the expansion of European civilization, and of the political, social, economic, and intellectual developments of the 18th century.

History of England 3 cr.

This course presents a survey of the social, economic, constitutional, intellectual, and religious phases of English history. Trends and movements are emphasized. Facts presented are carefully selected for their significance in the evolution of England. This course provides a background for the better understanding of American history and English literature.

Europe Since World War I 3 cr.

This course covers the period from the Treaty of Versailles to the present time. Stress is laid on those developments which at this time seem most significant. Some of the problems discussed are: international conferences and their results, national minorities, contemporary imperialism, the rise of Fascism, Communism, and Naziism, the changing British Empire, the Rome-Berlin Axis, and the coming of the present World War II.

The Frontier in American History 3 cr.

Not offered in 1943-1944.

Latin-American History 3 cr.

This course undertakes a brief survey of the history of the Latin-American states. The importance of Latin-American political, economic, and social development warrants the inclusion of this course in the curricula of teacher-training institutions. The problems of maintaining friendly relations among the nations of the Americas will be made easier if a mutual understanding of their peoples and institutions can be brought about.

SOCIAL SCIENCES

Civic Education 3 cr.

See page 59.

Comparative Government 3 cr.

Not offered in 1943-1944.

Economics II 3 cr.

Not offered in 1943-1944.

Constitutional History and Law 3 cr.

Not offered in 1943-1944.

REQUIRED COURSES FOR ELEMENTARY EDUCATION STUDENTS

United States History Before 1865 3 cr.

This course covers the period of United States history to 1865. It emphasizes the background and origins of those institutions and principles which were to become the basis of the American way of life. It traces the development of political parties, the expansion of the West, the growth of the American institution of government, the development of national feeling, and the appearance of sectional problems leading to the Civil War.

United States History Since 1865 3 cr.

This course purports to show the growth of agricultural and industrial interests in the United States since 1865. The entrance of the

United States into world affairs is emphasized. Considerable attention is given to the individuals controlling events in various fields of life.

History of Pennsylvania 2 cr.

This course surveys the economic, social, and political development of the Commonwealth from the beginning of settlement to the present time. The role of the state in great national affairs and items of local history are specifically emphasized. Local field trips are included in the agenda.

REQUIRED COURSE FOR ELEMENTARY EDUCATION STUDENTS, GRADES 4, 5, AND 6

Teaching of American History and Government 3 cr.

This course is organized for the purpose of giving experience with the materials of instruction and the planning of activities in selected areas of the social studies. It includes a study of the underlying philosophy of the social studies and selected current courses of study. Opportunity will be given for each member of the class to select activities, analyze the learnings involved, and actually prepare and carry out those activities that children are expected to undertake.

ART DEPARTMENT

ORVAL KIPP, *Director of Department*

ALMA MUNSON GASSLANDER RALPH WILLIAM REYNOLDS
DOROTHY MURDOCK D. PAUL SMAY
ANNA J. THOMPSON

The Art Department of the State Teachers College, Indiana, Pennsylvania, presents a curriculum leading to the degree of Bachelor of Science in Public School Art. Graduates of this curriculum receive the College Provisional Certificate from the Department of Public Instruction. This certificate qualifies the graduate to teach and supervise art in the elementary and secondary schools of the Commonwealth.

Opportunities in Art are limited only by the initiative and imagination of the individual. Any degree of talent can find a useful and important place among the three hundred professions which require art training. The teaching profession needs art teachers of good character with highly developed artistic ability, broad cultural background, and a sound philosophy of education. Art education offers outstanding high-school graduates the opportunity to contribute a lifetime of service to their country.

At Indiana the prospective artist-teacher may acquire a broad cultural background in art and in general education. Specialization in various art fields is possible. The curriculum also provides courses in education, English, music, science, and social studies. The Art Department program is guided by the philosophy that design, composition, drawing, perception, and understanding of structure are basic to the development of feeling, appreciation, independent thought, and creative expression.

Exhibitions include the work of the faculty, the students, and the artist members of the community. Through the Cultural Life Program of the Co-operative Association the department is able to secure traveling exhibitions of the work of nationally known artists and craftsmen.

Studios and equipment are calculated to facilitate the students' work in design, construction, painting, illustration, crafts, drawing, modeling, and ceramics.

Art Club members sponsor many professional and social activities in the fine and applied arts. The service program enables art students to serve the art needs of the College and to prepare themselves for serving the art needs of the communities in which they shall later teach. The Jean R. McElhaney Award for Excellence in Fine Arts is presented annually to the junior or senior whose achievements in three different fields of art are outstanding. A loan fund for needy art students has been established by Miss McElhaney, a former Director of the Art Department.

Admission to the Art Department is granted to a candidate after he has met the general entrance requirements of the College and the special requirements of the department. Fitness to pursue the art curriculum will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to harmony and contrast in line, form, and color; and has interest in and aptitude for art. Those who meet these entrance requirements are admitted in the order of application. For this reason it is wise to apply early for personal interview and admission.

Student teaching, the foundation of Indiana's art curriculum, puts to work the theory and practice of art in relation to education. In the senior year student teaching and conferences give opportunity for varied practical experiences in the Laboratory and Demonstration School and in the public schools of Indiana.

Graduation and the conferring of the degree depend upon the candidate's demonstration of his ability as an artist and educator and by his maintaining a grade average of C or better. Capability in supervision and teaching may be shown by success in student teaching and by participation in college art-service activities. Artistry may be demonstrated by the production and exhibition of original works of art.

A student's expenses for a school year of thirty-six weeks amount to approximately $500.00. The budget for a semester includes:

Contingent Fee (payable in two installments)	$ 63.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	33.00
	$250.00

(Also see pages 18–21.)

CURRICULUM IN ART

Sequence of courses subject to change for administrative purposes

	Clock Hours	Semester Hours		Clock Hours	Semester Hours
FIRST SEMESTER			SECOND SEMESTER		
Fundamentals of Speech	3	3	Design	6	3
Drawing and Lettering	8	4	English II	3	3
English I (including Library Science)	4	3	Media and Techniques	6	3
Health Education I	4	2	History of Civilization	4	4
Modeling	4	2	Elementary Industrial Art	6	3
Place and Purpose of Education	3	3			
			Total	25	16
Total	26	17			

	Clock Hours	Semester Hours
THIRD SEMESTER		
General Psychology	3	3
Physical Science	4	3
Literature I	3	3
Color	4	2
Mechanical Drawing	6	3
Health Education II	4	2
Total	24	16

	Clock Hours	Semester Hours
FOURTH SEMESTER		
Educational Psychology	3	3
Pottery	4	2
History and Appreciation of Art	5	5
Literature II	3	3
Biological Science	4	3
Interior Design	4	2
Total	23	18

	Clock Hours	Semester Hours
FIFTH SEMESTER		
Drawing and Composition	4	2
Educational Measurements	2	2
Pictorial Expression and Illustration	4	2
Commercial Art and Reproduction	6	3
Crafts in Elementary Schools	4	2
Academic Elective	2	2
Principles of Economics or Sociology	2	2
Total	24	15

	Clock Hours	Semester Hours
SIXTH SEMESTER		
Blackboard Drawing	2	1
Theatre Arts	6	3
Advanced Drawing and Painting	6	3
Costume Design	4	2
Advanced Crafts	6	3
School Law	1	1
Appreciation of Music	3	2
Total	28	15

	Clock Hours	Semester Hours
SEVENTH SEMESTER		
Ethics	3	3
Art in Public Schools	4	3
Teaching and Conferences	7	6
Advanced Design	6	3
Advanced Oil or Water Color Painting	4	2
Total	24	17

	Clock Hours	Semester Hours
EIGHTH SEMESTER		
Teaching and Conferences	8	6
American Government	3	3
Art Elective	2	2
Academic Elective	3	3
Visual Education	2	1
Total	18	15

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order of their difficulty in each field. Courses in various fields are carried simultaneously in order to facilitate the artistic development of the student.

DESIGN AND COLOR

Design 3 cr.

Creative design includes problems and experiments to develop the principles of organization in line, area, color, texture, and volume. The study of color is started early because it is basic to work in design and painting.

Color 2 cr.

Continued study and experimentation in color offer aid to the student in his art problems.

Advanced Design 3 cr.

Theoretical and experimental studies in organization of form and color are continued. Advanced problems in commercial and industrial design reveal art's place in the social order.

Interior Design 2 cr.

Architectural, interior, and furniture design for living comprise the materials of this course.

Costume Design 2 cr.

Ability to design clothing for contemporary needs is developed through gaining a working knowledge of historic trends and an understanding of the better modern tendencies in costume.

Theatre Arts 3 cr.

Experience in creative interpretation of drama is gained through designing and producing costumes, scenery, and lighting for dramatic productions.

Commercial Art and Reproduction 3 cr.

This is an advanced course in the designing of projects related to the publishing and distributing of commercial and industrial products.

DRAWING, PAINTING, AND ILLUSTRATION

Drawing and Lettering 4 cr.

Introduction to the fundamentals of pictorial design is made by drawing and composing forms with reference to line, volume, space, and texture relationships.

Mechanical Drawing 3 cr.

This course offers a new point of view to art students in that they learn to represent the construction of objects with mechanical drawing instruments.

Media and Techniques 3 cr.

Composition of still life and landscape subjects in oil and water color introduces the student to painting as a means of creative expression.

Drawing and Composition 2 cr.

Further observation, expression, and analysis continue to develop the student's ability to solve for himself problems of pictorial composition. Compositions of landscapes, figures, and still life are examined critically.

Blackboard Drawing 1 cr.

This course emphasizes the quick, expressive drawing of human figures, animals, and objects.

Advanced Drawing and Painting 3 cr.

Psychological and emotional factors in pictorial structure are included in this study of painting from naturalism to abstractionism.

Pictorial Expression and Illustration 2 cr.

The problems in this course deal with the illustration of poems, books, and magazines.

Advanced Oil or Water Color Painting 2 cr.

Problems in still life, landscape, figure, portrait, and mural painting from the viewpoint of significant form, are offered in this course. The artist-teacher will have opportunity to create by stressing volume, plastic color, and abstract form as master artists have done.

ART CRAFTS, MODELING, AND POTTERY

Elementary Industrial Art 3 cr.

The various industrial materials and processes are studied because of their effect on art forms and their influence on social and economic life.

Modeling 2 cr.

Problems in modeling animals, figures, and heads both in relief and in the round are undertaken in this course. A study is also made of modeling and sculpture for expressive form.

Pottery 2 cr.

The processes of building, designing, and firing pottery forms are studied in this course. The primitive coil method, the use of the potter's wheel, the methods of casting, and the making and application of glazes are included.

Crafts in the Elementary School 2 cr.

Crafts projects, suggested by the materials available in elementary schools, are designed and executed. Emphasis is put upon the accumulation of a variety of the source materials needed to meet the demands put upon an art supervisor.

Advanced Crafts 3 cr.

Design is basic in this practical course in metal-working. It deals with such processes as etching, saw piercing, riveting, soldering, bend-

ing, raising, and enameling. Problems are worked out in copper, brass, pewter, silver, and combinations of metals to make bracelets, rings, and brooches.

ART EDUCATION AND APPRECIATION

History and Appreciation of Art 5 cr.

This course is devoted to aesthetic analysis and appreciation of art-forms. The first semester covers the periods through the High Renaissance. In the second semester, the period from the Renaissance to the present is studied.

Art in Public Schools 3 cr.

Consideration is given to recent educational trends and methods, to a study of art curricula, and to the planning of art courses for various grade levels.

Student Teaching 12 cr.

Student Teaching provides for the prospective teacher directed participation in those classroom activities through which children develop creative power and ability to make fine choices, at the same time that they are acquiring knowledge and appreciation of art. Initial contacts with the Laboratory and Demonstration School and the public schools in the form of directed observation are planned as part of the course in Place and Purpose of Education and in connection with the various art courses if requested by the instructor and students. During the senior year each student has nine weeks teaching experience in each of the levels of the public school: primary and intermediate grades, and junior and senior high school.

ELECTIVE FOR ART STUDENTS

Graphic Arts 2 cr.

Etching, lithography, and photography are studied in this course as means of interpreting and expressing life.

REQUIRED COURSES FOR ART STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Art Curriculum. Following is a list of these courses with the page number where their descriptions may be found:

	Page		Page
Fundamentals of Speech	62	Philosophy of Education	60
English I	62	History of Civilization	88
English II	63	Principles of Economics	88
Literature I	63	Principles of Sociology	88
Literature II	63	Health Education I	75
Place and Purpose of Education in the Social Order	56	Health Education II	75
General Psychology	56	Physical Science S D	84
Educational Measurements	57	Biological Science S D	82
School Law	57	Appreciation of Music	136
		Visual Education	57

ELECTIVES IN OTHER FIELDS FOR ART STUDENTS

Electives may be chosen from any of the other college fields.

*CORE COURSE

Appreciation of Art 2 cr.

By lectures, field trips, and class discussions the student is encouraged to cultivate taste as well as to appreciate and properly evaluate traditional and modern art forms.

REQUIRED COURSES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Art I (Elementary Industrial Arts) 2 cr.

This course provides opportunity for many creative experiences in design and color as related to personal problems, industrial projects, and the selection and arrangement of manufactured products.

Art II (Drawing, Design, and Color) 2 cr.

In addition to further creative experience in drawing, design, and color, this course emphasizes, through directed observation in the Laboratory and Demonstration School, the relationships between personal art expression and the art activities of the elementary school.

REQUIRED COURSES IN ART FOR HOME ECONOMIC STUDENTS

Principles of Design I (Costume) 3 cr.

Creative experiences in design and color provide bases for consideration of personal costume problems and form a background for understanding related arts projects on the secondary-school level.

Principles of Design II (Household) 2 cr.

Design and color, as they are applied in the home, are stressed through experiences in creation, in the selection and arrangement of manufactured products, and in the discussion of applications to actual teaching situations.

ELECTIVES IN ART FOR ELEMENTARY EDUCATION STUDENTS

Handicrafts 2 cr.

In this course students gain enjoyment through experience in manipulating tools and materials. Practical applications, fine in design, are made as aids for the future teacher of kindergarten and primary grades.

Industrial Arts 2 cr.

This course embraces the study of various industrial materials and processes with a view of their usefulness to the teacher in the elementary grades.

ELECTIVES IN ART FOR STUDENTS IN OTHER FIELDS

Any of the courses in art are available to students in other departments provided they have the training prerequisite to success in the course they wish to elect..

*Course required in the Elementary and Secondary Education Curricula.

* BUSINESS EDUCATION DEPARTMENT

G. G. HILL, *Director of Department*

E. J. MCLUCKIE, *Assistant Director of Department*

ALBERT E. DRUMHELLER
ETHEL L. FARRELL
CLINTON M. FILE
RALPH S. ROWLAND
HAROLD W. THOMAS
ROBERT FRANKLIN WEBB
KATHERINE WILKEY

Opportunities. The State Department of Public Instruction has especially designated the State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the Commonwealth may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certificated accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

Equipment. This department is well equipped throughout with a full supply of modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets, and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers and system units found in modern business. Their uses are taught and mastered in this department.

Business Practice Department. The business practice department is a complete business community in itself and includes not only the procedure but also the actual atmosphere and environment of modern business. It is equipped for efficient and up-to-date work.

Practical Experience Requirements. Practical experience requirements are a vital and necessary part of the prospective teacher's preparation. The requirements are as follows: The equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during summer vacations.

Student Teaching. Each student in training in the Business Education Department receives more than the state requirements in hours

* This college is a member of the National Association of Business Teacher Training Institutions.

of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester (18 weeks) of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extra-curricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The Chamber of Commerce. A Chamber of Commerce is organized in connection with the Business Education Department. Frequent opportunity is afforded for public discussion on current popular topics applicable to the work. This organization fosters the formation and development of commercial clubs and similar organizations in the high schools, wherever the assistance is desired, and helps to promote the work of such organizations.

Explanation of the Curriculum. The Business Education Department offers a four-year curriculum leading to the teaching profession. The full four years must be completed before the teaching certificate may be awarded. If at the end of two years a student does not desire to complete the full course immediately, he will be well prepared to do efficient work in a business office until such time as it is possible for him to return to complete the work for graduation.

All courses that are marked by an asterisk (*) are elective.

All courses that are not indicated as elective are required of all students in the Business Education Department.

Students may pursue the work of the entire curriculum, or they may elect to pursue work according to their aptitudes, as follows:

1. The Complete Program leads to certification in all three fields, thus affording certification in all of the high-school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retail-selling work may, if they wish, pursue this complete program.

2. The Stenographic Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "S". Any other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the College.

3. The Bookkeeping Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "B". Other elective courses indicated by the asterisk (*) may be omitted, and in their place may be elected courses from any other department of the College.

4. The Retail Selling Field includes all of the required courses of the curriculum and all elective courses indicated by the letter "R". Other elective courses indicated by the asterisk (*) may be omitted and in their places may be elected courses from any other department of the College.

5. The Combination Program combines either the Stenographic and Bookkeeping, the Stenographic and Retail Selling, or the Bookkeeping and Retail Selling Fields. With any combination program, the certification appropriate to both of the two areas will be awarded. Certain electives in other departments of the College also may be carried with this program, in place of the courses listed in the field that is omitted.

It is possible to elect Typewriting III and IV and become certificated to teach typewriting with any one of the fields or a combination of the fields.

Elective Fields. The fields of English, social studies, mathematics, science, geography, education, art, and music are especially recommended from which courses may be elected by students in business education. All electives, however, are determined by the choice of the student, and by approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain A or high B standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

Those students whose standings average below C may not graduate or be certificated.

To elect the Complete Program a student must maintain at least a C-average during the first two semesters, and must have a grade of C or better in the following courses: English I and II, Typewriting I and II, Business Mathematics I and II, Bookkeeping and Accounting I, and Shorthand I.

To elect the Stenographic Field, a student must have a grade of C or better in English II, Typewriting II, and Shorthand I.

To continue in the Bookkeeping and Accounting Field a student must have a grade of C or better in the following courses: Business Mathematics II, Bookkeeping and Accounting I.

To elect the Retail Selling Field, a student must have a grade of C or better in the following courses: Speech, English, and Economic Geography I.

It should be understood that those who fall below B standings are considered unsatisfactory to be recommended for teaching. Since high-school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attractive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work.

Only a small proportion of high-school graduates can meet these very strict requirements. In the past, only about one-third of the students of the selected entering class have met the requirements and have been able to complete the work to graduation. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher, from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high-school principals and guidance officers and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Application for Enrollment. Enough has been given in these few pages to furnish a glimpse into the Business Education Department. Those who can qualify and who desire to make application for entering the Business Education Department should get their applications in early, in order to insure a reservation.

Expenses. The entire school expense for a school year of 36 weeks will amount to about $470.00 for boarding students. This will cover board, room, laundry, books, and department fees. The costs for one semester are itemized below. (Also see pages 18–21.)

Contingent Fee (Payable in two installments)	$ 57.00
Housing Fee (Payable in two installments)	144.00
Activity Fee	10.00
Books, Equipment, etc. (approximately)	24.00
	$235.00

CURRICULUM IN BUSINESS EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
Place and Purpose of Education in the Social Order (including School Visitation)	3	2
Health Education I (including Physical Education and Personal Hygiene)	4	2
Fundamentals of Speech	3	3
English I (including Library Science)	4	3
Business Mathematics I	3	3
Business Writing	3	1
Typewriting I	3	1
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Health Education II (including Physical Education and Personal Hygiene)	4	2
Economic Geography I	3	3
(B) Business Mathematics II	3	3
Bookkeeping and Accounting I.	5	3
Typewriting II.	3	1
(S) *Shorthand I.	5	3
	26	18

THIRD SEMESTER

	Clock Hours	Semester Hours
Literature I.	3	3
Economic Geography II.	3	3
Business Organization and Finance	3	3
(B) *Bookkeeping and Accounting II.	5	3
(S) *Shorthand II.	5	3
(S) *Typewriting III.	5	2
	24	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
Biological Science	4	3
Business Correspondence	3	3
Business Law I.	3	3
(B) *Bookkeeping and Accounting III	3	3
(S) *Shorthand Applications	5	3
(S) *Typewriting Applications	5	2
	23	17

FIFTH SEMESTER

	Clock Hours	Semester Hours
General Psychology	3	3
School Law and Administration	2	2
Business Law II.	3	3
Salesmanship and Retail Selling I	3	3
(B)*Bookkeeping and Accounting IV	3	3
(S)*Stenographic Office Practice	5	3
	19	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Psychology of Method in Business Courses	3	3
Tests and Measurements in Business Courses	3	3
Secondary School Business Education, Organization and Content	2	2
Visual Education	2	1
Clerical Practice and Machines	5	3
(R)*Retail Selling II.	3	3
Economics I	3	3
	21	18

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Ethics	3	3
American Government	3	3
Economics II	3	3
History of Civilization	4	4
(R)*Retail Selling II.	12	6
(B)*Business Mathematics and Statistics	2	2
(B)*Accounting and Auditing	3	3
	30	24

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Student Teaching, Observation, and Conference	15	12
Curriculum Materials: Selection and Adaptation	4	3
	19	15

* Elective courses.
** For explanation of Letters B, R, and S, see page 100.

REQUIRED COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Place and Purpose of Education in the Social Order 2 cr.

In this department, this course aims to serve as an orientation course, with special emphasis on the significance of business education, its history and development, and its place in the field of education. Observation of teaching is included.

Fundamentals of Speech 3 cr.

See Fundamentals of Speech under English Department. Special consideration is given to the needs of students in the Business Education Department, with emphasis on the technique of shorthand dictation.

Business Mathematics I 3 cr.

Thorough drill is given in the fundamentals of business mathematics with special emphasis on speed and accuracy in handling the fundamental business operations. A correlation is made with bookkeeping.

Business Writing 1 cr.

The development of a legible business hand is the goal set for this course. Freedom of movement, proper letter formations, and a light even touch, are important elements in attaining this end. In addition to developing the skill of being able to write well with pen and ink, the student is expected to attain a high degree of proficiency in writing on the blackboard. This is a prerequisite skill for shorthand and bookkeeping.

Economic Geography I 3 cr.

This course develops a background for an understanding of world production and distribution of commodities as related to diverse natural conditions. Practice is given in securing and interpreting geographic data from the sources which the students will use when teaching.

Economic Geography II 3 cr.

This course deals mainly with the more complex activities of North and South America. As in Economic Geography I, the relationship of the United States to the problems peculiar to the countries or industries under consideration is studied. The work is planned to meet the special needs of teachers in the commercial departments of the high schools.

Bookkeeping and Accounting I 3 cr.

This is the introductory course in one of the major fields of certification for teachers in Pennsylvania high schools. Its purpose is to introduce the student to bookkeeping and accounting by means of financial records for personal, family, and extra-curricular uses, leading into the modern technical phases of accounting. Latest trends in

teaching the beginning bookkeeping course in high schools are presented.

Typewriting I 1 cr.

This beginning course emphasizes a sound mastery of the keyboard and the ordinary operative parts of the typewriter. The subject matter ranges from introductory drills through paragraph and article writing to applications in simple letters and tabulations. Diagnostic and corrective work receive attention throughout the course. Speed with accuracy is considered fundamental.

Typewriting II 1 cr.

This course emphasizes efficiency and quickness in handling the typewriter in dealing intelligently with a large variety of materials on the intermediate level of operating. Among the contents of the course are: letter writing, straight-copy work, multicopy work, tabulating, and strengthening and remedial drills. Transcription is included for stenographic students.

Business Organization and Finance 3 cr.

This course is designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered in this course.

Business Correspondence 3 cr.

The material deals with business forms—never with isolated English drill. It aims to teach the parts of the letter; to write letters asking for information, and giving and refusing information; to write letters of order, adjustment, collection, application, and sales; to compose invitations, statements, telegrams, notices, minutes, and formal speeches. It correlates with the major business fields.

Retail Selling I 3 cr.

This course comprises a thorough survey and analysis of the fields of selling. A critical study is made of the requirements for salespeople, kinds of customers and how to serve them, customers' needs and why they buy, the sales process, methods of increasing sales volume, store merchandising plans, merchandise information, store organization, store systems.

Business Law I 3 cr.

This course deals with court procedure, contracts, agency, and negotiable instruments. The aim is to apply principles of law to everyday life and to establish proper interest, ideals, and attitudes toward law as a means of social control.

Business Law II 3 cr.

This course considers the law of business organizations, devices for protection of creditors and personal and real property. It applies

the principles of law to everyday life and business, establishing proper interest, ideals, and attitudes toward law as a means of social control. Attention is given to the problems of organizing and teaching business law in the secondary school.

Clerical Practice and Machines 3 cr.

This course is designed to acquaint the student in a practical manner with the common non-stenographic, non-bookkeeping office duties that constitute a large share of all office work, and to prepare the student to organize and conduct a high-school course for training office clerks and office-machine operators.

Psychology of Method in Business Courses 3 cr.

This course makes definite application of psychological principles in the teaching and learning of skill and content subjects. Reading, discussion, planning, and demonstrating form the basis of the teacher and class activity. Proficiency in the subject matter of the courses selected for special treatment is prerequisite to this course.

Tests and Measurements in Business Courses 3 cr.

This course gives a complete program in planning, testing, evaluating, remedial teaching, retesting, etc. Actual test making, giving, checking, and evaluation, in co-operation with the student-teaching situation, is a part of this course.

Secondary School Business Education Organization and Content 2 cr.

This course includes an analysis of the business-education situation in the various types of high schools, and programs of business education adaptable to the needs of the various communities. Organization and content of materials for the various courses for the purpose intended make up an important part of this course.

Economics II 3 cr.

The daily problems of the consumer are given chief consideration in this course. Such topics as income, savings, ownership, banking and finance, purchasing, standards of quality, family and individual budgets, and insurance protection are studied, and special attention is given to the development of a course in Consumers' Economics for the secondary school.

Student Teaching, Observation, and Conference 12 cr.

An extremely practical and actual experience is presented in teaching in the neighboring high schools especially organized for this work, with supervision by both the high-school supervisors and the college faculty.

Curriculum Materials 3 cr.

The content of this course grows out of the needs and problems encountered in the student-teaching experience, and runs concurrently with it.

BOOKKEEPING FIELD

REQUIRED COURSES

Business Mathematics II 3 cr.

This course is a continuation of Business Mathematics I. Its purpose is to train students to apply principles of mathematics with speed and accuracy; to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance, and management. It correlates with bookkeeping.

Bookkeeping and Accounting II 3 cr.

The work of this course includes double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items, and current routine.

Bookkeeping and Accounting III 3 cr.

This course studies partnership capital accounting giving particular attention to the problems of combining capital and the liquidation of capital accounts; accounting for corporations, with reference particularly to the capital structure, the voucher system, elementary costing, accounting for branches, and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV 3 cr.

This course uses a set of cost records simulating, as far as possible, the actual conditions in industries. Lectures, supplementary problems, and visits to industries develop the twofold purpose of skill in cost accounting and management through cost information. Latest methods in standard costs and efficiency through the use of office machines are included.

Business Mathematics III with Statistics 2 cr.

This course is given for the purpose of developing ability to interpret simple statistical measurements both in the field of education and business. Practice in mathematical computation is, of course, involved, and further skill and knowledge in business mathematics are introduced in addition to the statistical content of the course.

Accounting and Auditing 3 cr.

In this course students conduct a semi-detailed audit of actual business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers is taught. Analysis of difficult amounts and miscellaneous audit-problem situations enlarge the students' general knowledge of accounting.

SECRETARIAL FIELD

REQUIRED COURSES

Shorthand I 3 cr.

In this course emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes on the typewriter constitutes a part of the activity.

Shorthand II 3 cr.

In this course, as in Shorthand I, emphasis is given to the reading, writing, and mastery of the fundamentals and special forms. The transcribing of students' notes in the form of paragraphs and short and medium letters receives increasing attention.

Shorthand Applications 3 cr.

This is a drill course designed to develop practical speed in taking dictation of material greatly varied as to vocabulary, and reasonable speed with very high accuracy in reading from dictated notes. For the development of skill in transcription this course is closely co-ordinated with Typewriting Applications.

Stenographic Office Practice 3 cr.

This is an advanced stenographic course including theory and practice in those activities that are common to stenographic and secretarial positions, and dealing with objectives, organization, methods, materials, and standards for a high-school stenographic practice course so as to prepare the student to teach such a course in the public schools.

Typewriting III 2 cr.

This course deals with letter writing; writing on special business and legal forms; setting up outlines, programs, indexes, title pages, and so forth; proof-readers' marks; copying from the longhand and corrected copy; writing manuscripts; tabulating; problems of English, such as capitalization, punctuation, and paragraphing; and many other practical and educational matters.

Typewriting Applications 2 cr.

This is an advanced course including an abundance of practical business typewriting, with special emphasis upon development of skill in transcribing business letters from dictated shorthand notes. High skill is developed in the handling of a variety of practical matters including letters, envelopes, statistical matter, financial papers, legal documents, articles, poetry, etc.

RETAIL SELLING FIELD

REQUIRED COURSES

Retail Selling II (Management) 3 cr.

This course embodies a more technical study of the learning units of Retailing I, with a direct attack on retail managerial problems. It includes an analysis of markups, markdowns, stock planning, stock control, buying, price making, personnel training and management, salaries, store location, store layouts and equipment, retail accounting, and credit management.

Retailing III (Store Practice) 6 cr.

This is a practical course of co-operative part-time selling in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week behind the counter, during the week-day afternoons, at which time he puts into practice the theories of retailing previously studied. This work is under close supervision of the store officials and of the College.

REQUIRED COURSES FOR BUSINESS EDUCATION STUDENTS IN OTHER FIELDS

Several courses in other departments are required for graduation in the Business Education Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	62	General Psychology	56
English II	63	School Law	57
Health Education I	75	Visual Education	57
Health Education II	75	Principles of Economics	88
Literature I	63	American Government	88
Biological Science S D	82	History of Civilization	88

ELECTIVES IN OTHER FIELDS FOR BUSINESS EDUCATION STUDENTS

Electives may be chosen from any of the other college fields without extra cost to the student.

ELECTIVES IN BUSINESS EDUCATION FOR STUDENTS IN OTHER FIELDS

Any of the courses in Business Education are available to students in other departments, subject only to the meeting of essential prerequisites.

HOME ECONOMICS DEPARTMENT

A. PAULINE SANDERS, *Director of Department*

KATHRYN DENNISTON
LAURA BELLE DUNCAN
ELIZABETH FINTER
LEOLA T. HAYES
THELMA LAPPEN DOWNING
HELEN C. MERRIMAN
RACHEL MOSS
ETHYL VERNA OXLEY
HELEN ROSE
MARION WILLS

The Home Economics Curriculum offers educational preparation for teachers of vocational and general home economics. Graduates of this curriculum receive the degree of Bachelor of Science in Home Economics, which is recognized for entrance to graduate courses by all leading colleges and universities. Graduates from this department receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. Students may offer also a second field of specialization in which to be certificated.

Entrance Requirements. The requirements for admission to the Home Economics Department are the same as for other departments of the College. Students who expect to specialize in homemaking will find it desirable to have taken science in high school. Chemistry, physics, and biological science are important. Students who have had some work in other colleges must have a B-average or expect to spend additional time in this department.

Home Economics Equipment. The Home Economics Department is located on the top floor of the Arts Building and the ground floor of Leonard Hall, and has modern laboratories, classrooms, and offices. Superintendents who are planning home economics departments in new high schools come to inspect the equipment and the plan of our laboratories in these buildings and in the Laboratory and Demonstration School. Their attention is called, in particular, to the all-purpose homemaking laboratory on the top floor of the Arts Building. In this room all phases of homemaking education may be taught.

Home Economics Cafeteria. On the ground floor of Leonard Hall a cafeteria under the direction of the School Lunchroom Management class prepares and serves lunches to the pupils of the Laboratory and Demonstration School, college students, and personnel of the College.

Home Management Houses. Two Home Management Houses are located on the campus. They are average-sized houses, attractively and appropriately furnished. They have the atmosphere of comfortable and hospitable homes. The junior students live in the houses and take Home Management III under the direction of the supervisors who live with them. The management of these homes is based on family needs, expenditures, and relationships. A baby, aged about three months, is placed in each Home Management House in September for related work

in child care and development. All Home Management House students live there one quarter and have experience in caring for these children.

The Play School. This school is connected with the course in the Nursery School Child and offers the student an opportunity to study children between the ages of two and four. The nursery school, which meets two afternoons per week, emphasizes the physical, social, mental, and emotional development of the child.

Practical Experience. This phase of the training is most vital. Summer practice in foods and clothing is required of all freshmen. Summer projects planned by other students and rated by regular members of the college staff afford opportunities in practical experience in the roles of homemaking and professional life.

Home Economics Organizations. The Home Economics Club is affiliated with the Pennsylvania and American Home Economics Associations. This affiliation is a means of keeping informed on the club activities of national importance. All home economics students who make application for membership in the club are admitted and enjoy the rights and privileges of the club upon the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the student finds friends and is helped in adjusting herself to college life and in getting acquainted with other activities outside of the department. Through the year the students enjoy picnics, parties, and dances. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment.

Kappa Omicron Phi is a national honorary home economics sorority. This sorority was established to further the best interests of home economics by developing women with higher ideals of sane living; with broader social, higher intellectual and cultural attainments; with a definite responsibility for solving social and economic problems; with a deeper appreciation for the sanctity of the home; and with a scientific attitude toward homemaking.

The Placement of Graduates. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render the best service. Graduates of the department who are teaching and have good teaching records on application are given assistance by the Director when a change in position is desired.

Student Teaching. Student teaching in home economics is done in the junior and senior high schools of Indiana and Johnstown, and in the vocational home economics departments at Barnesboro, Blairsville, Brockway, Claysville, Commodore, Dayton, Elders Ridge, Latrobe, Penn Township, Peters Township, Portage, Punxsutawney, and Windber. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the supervisors of student teaching in the Home Economics Department.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $525. The costs for one semester are itemized below. (Also see pages 18–21.)

Contingent Fee (payable in two installments)	$ 72.00
Housing Fee	144.00
Activity Fee	10.00
Books, equipment, etc. (approximately)	36.50
	$262.50

CURRICULUM IN HOME ECONOMICS

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER

	Clock Hours	Semester Hours
English I (including Library Science)	4	3
Physical Activity	2	1
Place and Purpose of Education in the Social Order	3	3
Principles of Design I.	4	3
Clothing I	6	3
Textiles	4	2
	23	15

SECOND SEMESTER

	Clock Hours	Semester Hours
Literature I	3	3
Physical Activity	2	1
Foods I	7	3
Chemistry (Inorganic)	6	4
Principles of Design II	3	2
Physiology	4	3
	25	16

THIRD SEMESTER

	Clock Hours	Semester Hours
English II	3	3
General Psychology	3	3
Foods II	7	3
Clothing II	4	2
Applied Design I (Costume)	3	2
Chemistry (Organic)	4	2
Appreciation of Music	3	2
	27	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
Educational Psychology	3	3
Principles of Economics	3	3
Clothing III	4	2
Household Management I (Equipment)	6	4
Chemistry (Physiological)	4	2
Appreciation of Art	3	2
	23	16

FIFTH SEMESTER

	Clock Hours	Semester Hours
Home Management II (Economics)	3	3
Nutrition	4	3
Child Development	3	2
Family Health	3	2
Home Management III (House)	9	3
American Government	3	3
	25	16

SIXTH SEMESTER

	Clock Hours	Semester Hours
Home Economics Education II (Vocational)	3	3
Nursery School Child	5	2
Applied Design II (Household)	5	3
School Lunchroom Management	8	3
Electives	6	6
	27	17

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Home Economics Education III (Vocational)	2	2
Student Teaching	16	8
Family Relationships	2	2
Elective	3	3
	23	15

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Bacteriology	4	3
Principles of Sociology	3	3
Consumer Education	3	3
Visual Education	2	1
Electives	6	6
	18	16

REQUIRED COURSES FOR ALL HOME ECONOMICS STUDENTS

CLOTHING AND TEXTILES

Clothing I 3 cr.

This course provides for an introductory study of the principles involved in the selection, construction, and buying of clothing. Study and use of commercial patterns as well as pattern drafting and flat pattern designing are used in connection with the construction of several garments.

Clothing II 2 cr.

This course provides an intensive study of the practical methods of solving fitting problems and applying the principles of dress design. Practical applications are made by draping on a dress form padded according to individual measurements.

Clothing III 2 cr.

This course provides for the further development of the techniques in clothing construction with emphasis on ready-made versus hand-tailored coats and suits. Care, repair, and renovating of garments are included.

Textiles 2 cr.

This course makes a study of the textile fibers in order to provide a background for selection of fabrics from the standpoint of suitability, durability, economic and hygienic values. The factors influencing cost and quality, the methods of weaving, the various weaves and their desirability are studied. Prerequisite or corequisite: Inorganic Chemistry.

CONSUMER EDUCATION

Consumer Education 3 cr.

This course aims to give the individual a sound and fundamental understanding of his situation as a consumer buyer, knowledge of the problems involved in buying, and difficulties encountered in solving them. A program for the improvement of the situation is planned.

FAMILY AND CHILD

Family Relationships 2 cr.

This course begins with the modern problems of the family, employing readings in various references to help solve these problems. An historical and philosophical overview of the development of the modern American Family is included. It shows how the background of family life determines personalities, attitudes, and standards of living. A critique of the causes of disintegration and reintegration of family life is presented.

Child Development 2 cr.

This course deals with the pre-natal period as well as the period of infancy. Care of the mother during pre- and post-natal periods, care of the new-born infant, and the development of the babies in the home management houses are studied.

Nursery School Child 2 cr.

This course affords an opportunity to study the child of pre-school age. The theories underlying the physical, social, mental, and emotional development of the child are presented. Special emphasis is placed on habit formation and play.

FOODS AND NUTRITION

Foods I 3 cr.

This course is a first course in college foods. It is designed to prepare students to teach foods. It aims to aid the student in understanding the underlying principles of preparation and service of meals on a family basis. The wise selection of foods is considered from the standpoint of manufacture, food nutrients, and costs. Prerequisite: High School Foods highly desirable.

Foods II 3 cr.

This course is a continuation of Foods I. Food preservation and meat selection and preparation are among the units offered. Meal planning and table service are carried further than in the first course. Prerequisite: Foods I.

School Lunchroom Management 3 cr.

This course in lunchroom management trains the student in directing school cafeterias and emphasizes good nutrition as well as the preparation and serving of tasty, attractive foods. The distinct educational significance of the school cafeteria is stressed. Laboratory work includes management, marketing, menu-making, accounting, food preparation and serving.

Nutrition 3 cr.

This course includes a study of the nutritive value of foods and the essentials of an adequate diet. An application of such knowledge is made to the nutritional requirements of the individual through childhood, adult life, and old age in the light of related sciences. The course also treats of the adaptation of diet to common disorders of nutrition. Prerequisites: Foods I and Chemistry.

HEALTH

Family Health 2 cr.

This course reviews good health habits for the college student, and makes a definite attempt to secure their practice in actual living. Scientific terms and information promoting an intelligent understanding of the various illnesses are included. The laboratory practice covers techniques in nursing and care of the sick. Prerequisites: Inorganic Chemistry, Nutrition, Physiology, and Bacteriology.

HOME MANAGEMENT

Household Management I (Equipment) 4 cr.

This course aims to show the relationship of the fundamentals of physics to the problems of the household; to give an understanding of the scientific principles underlying the wise selection and operation of kitchen and laundry equipment, and to study and compare the operation and efficiency of various kinds of household equipment.

Home Management II (Economics) 3 cr.

This course aims to give an understanding of the importance of the family in the economic situation and the financial problems of the individual and of the family, to give means of raising the material levels of living in order to provide opportunities for a well-rounded and abundantly satisfying life for all members of the family.

Home Management III (House) 3 cr.

This course aims to emphasize and develop managerial ability through residence in the home-management house. Experience is af-

forded in the management of time, energy, and money; in the planning and guiding of group work; and in the care and observation of a baby. Human values in group living and sharing of group life through hospitality are stressed. Prerequisites: Foods II and Home Management II (Economics). Corequisites or prerequisites: Child Development and Family Relations.

RELATED ARTS

Principles of Design I (Costume) 3 cr.

Exercises in line, dark and light, and color to give experience with art principles as applied to costume form the basis of this course. Emphasis is placed on the study and use of historic patterns and motifs significant in the present. The work includes reading assignments, research, and class discussions.

Principles of Design II (Household) 2 cr.

This course includes the application of design principles to interiors; experiences with design and color combinations in wall covering, carpets, rugs, textiles, period and contemporary furniture, and house plans. The course is conducted by means of slide lectures, trips to shops, readings, discussions, and notebook collections of fine examples of subjects studied. Prerequisite: Principles of Design I.

Applied Design I (Costume) 2 cr.

This course includes a study of the selection of clothing for different types of personalities, and the effective use of color, texture, and pattern design in costume. One of the aims is to stimulate thinking concerning individual clothing problems. Prerequisites: Principles of Design I and II.

Applied Design II (Household) 3 cr.

This course is a study of home architecture, simple landscaping, house planning, building materials, wall finishes, floors and floor coverings, furniture selection and arrangement, lighting, silver, glass, and china. The laboratory work includes trips to stores and homes, arrangement of furniture, and the construction of some article which meets a practical need. Prerequisites: Principles of Design I and II, Clothing I.

PROFESSIONAL

Place and Purpose of Education in the Social Order (Home Economics) 1 cr.

This course aims to acquaint the student with the broad scope of home economics and the ethics of the professional worker trained in home economics. It should develop an appreciation of teaching as a profession. Observations are made of home and professional situations and an effort is made to bring before the student the contributions of leading home economists and of the literature in the field. Prerequisite or corequisite: Place and Purpose of Education (General) or Introduction to Teaching.

Home Economics Education II 3 cr.

This course applies the techniques of the learning process to the organization and administration of home economics. It includes effective methods of presentation, the study of textbooks, testing, use of visual aids, and money management. The work includes readings, discussions, and reports. Prerequisites: Place and Purpose of Education (General and Home Economics), Psychology.

Home Economics Education III 2 cr.

This course deals with the historical development and the philosophy underlying vocational education. Emphasis is placed on home economics. Theories of curriculum construction are applied in the working out of units suitable for use in home economics courses. The home projects and the use of the home visit are considered in detail. The work includes readings, discussions, and reports. Prerequisite: Home Economics Education II. Corequisite: Home Economics Education IV.

Observation or Supervised Teaching 2 cr.

This course aims to acquaint the student with the many responsibilities of the teacher of home economics. Opportunities for observation and participation will be given in homeroom experience and in teaching varying types of lessons. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II.

Student Teaching 8 cr.

The experiences of a student teacher include teaching situations under selected teachers in general and vocational schools. Every effort is made for direct contacts with the lives of the pupils through the actual supervision of home projects and the making of home visits. Prerequisites: Place and Purpose of Education in the Social Order (Home Economics), and Home Economics Education II. Corequisite: Home Economics Education III.

ELECTIVES FOR HOME ECONOMICS STUDENTS

These courses are available for students in home economics who desire to broaden their training in a special field of home economics instead of carrying a minor in some academic field.

Art Needlework 1 cr.

The purpose of this course is to develop an appreciation of decorative stitches and their place in modern sewing, to develop an appreciation for individual personality touches on garments; to develop a desire to show personality in dress and home surroundings.

Clothing IV 2 cr.

This course develops an appreciation of what constitutes good design in hats as part of the complete ensemble. It includes the selection of hats and construction in remodeling them for different seasons.

Clothing V 2 cr.

This course is a study of the infant and pre-school child's wardrobe including selection of the fabrics and construction of garments appropriate to the child's physical, mental, and emotional development.

Advanced Costume Design 3 cr.

This course strives to develop creative power in costume designing with emphasis on originality and individuality. Work in draping and modeling on the form, based on special needs and interests of the students, is included. This course, planned to meet the needs of teachers who wish to acquire a knowledge of the recent developments in this field, is a lecture and laboratory course. Prerequisites: Clothing I, Applied Design I, and the consent of the instructor.

Flat Pattern Designing 1 cr.

This course involves the changing of a plain, simple pattern into various designs through construction, grading, and drafting principles.

Special Problems in Clothing 3 cr.

This course includes various phases of clothing problems and is suited to individual student needs. Problems such as selection, construction, and remodeling of hats; selection of clothing for the preschool child; making of illustrative material in preparation for teaching are presented. Prerequisites: Clothing I and II and consent of the instructor.

Conservation of Natural Resources—Food Supplies 3 cr.

This course is conducted on a lecture, discussion, and laboratory basis. It deals with the problems met in the present emergency. A study is made of the market conditions and recent legislation affecting food supply. Practical problems in meeting local nutritional needs are presented. Methods of food preservation are taught.

Diet in Disease (Diet Therapy) 3 cr.

This course places emphasis on the principles and modern practices of diet and nutrition as they are related to individual problems as of infants, growing children, the aged, and pregnant lactating women. Special study is given to diabetes, gastrointestinal diseases, nephritis, and other common diseases needing special dietary treatment. Laboratory work includes planning, calculation, and preparation of special diets. The course is designed for those students desiring more nutrition work. Prerequisites: Foods I, Nutrition, Chemistry, and Physiology.

Special Problems in Foods 3 cr.

This course includes newer phases of food problems arranged to meet the particular needs of the group or of individuals. Food for special occasions, foreign cookery, and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II and consent of the instructor.

First Aid 2 cr.

(See Health Education Department.)

Clinic in Home Economics Education 3 cr.

This course is handled largely on the workshop plan. A study is made of the various phases or units of home economics needed for adequate preparation for everyday living in the home, the family, and the community. The philosophy underlying each unit and the objectives to be secured are analyzed, and the methods and techniques for handling such units are presented.

Home Economics Education IV 2 cr.

Adult Homemaking Education. This course is for the education of home economics teachers of part-time or evening classes in homemaking. Emphasis is placed upon the organization, administration, program planning, methods and procedures especially applicable to the teaching of homemaking to out-of-school youth and older adults.

Home Economics Education V 3 cr.

Education for Family Living. (See description under ELECTIVES IN HOME ECONOMICS FOR ELEMENTARY STUDENTS.)

Nutrition Education (Canteen) 1 cr.

This is a course in the principles underlying food nutrition. It will prepare the lay woman for immediate participation in a nutrition program either as a part of her professional program or in an emergency. It is designed to fill the need expressed in the recent release of the U. S. Office of Education, namely "Food for Thought." It will satisfy the requirements of the Red Cross for Nutrition and Canteen Aides. A Standard Nutrition Certificate and a Volunteer Special Service Canteen Certificate will be issued by the Red Cross upon the satisfactory completion of this course.

REQUIRED COURSES IN OTHER FIELDS FOR HOME ECONOMICS STUDENTS

Several courses in other departments are required for graduation in the Home Economics Curriculum. Following is a list of these courses with the page number where their descriptions may be found.

	Page		Page
English I	62	American Government	88
English II	63	Appreciation of Art	97
Literature I	63	Appreciation of Music	136
Place and Purpose of Education in the Social Order (General)	56	Physical Activity H-I; H-II	77
		Visual Education	57
		Inorganic Chemistry I-H	86
General Psychology	56	Organic Chemistry H	87
Educational Psychology	56	Physiological Chemistry H	87
Principles of Economics	88	Physiology H	87
Principles of Sociology	88	Bacteriology	87

ELECTIVES FOR HOME ECONOMICS STUDENTS IN OTHER FIELDS

Electives may be chosen from any of the other fields.

ELECTIVES IN HOME ECONOMICS FOR ELEMENTARY EDUCATION STUDENTS

Education for Family Living (Home Economics Education V) 3 cr.

This course emphasizes the part that the school and the community play in family living. The influence of the home on all phases of the student's development is considered. Psychological and sociological principles which affect human and family relationships are included. Contributions of the various phases of home economics are reviewed as well as the application of these contributions in the various school programs.

ELECTIVES IN HOME ECONOMICS FOR STUDENTS IN OTHER FIELDS

Any of the courses in Home Economics may be taken by students in other departments when prerequisites have been satisfied.

MUSIC EDUCATION DEPARTMENT

IRVING CHEYETTE, *Director of Department*

LOLA A. BEELAR
AAGOT M. K. BORGE
FRANK L. D'ANDREA
*CHARLES A. DAVIS
MARY ELIZABETH DUNLAP
THOMAS J. HUGHES
S. TURNER JONES
MARY HELENA MULDOWNEY
PEARL R. REED
LAURA M. REMSBURG
ESTHER M. SKOG
LAWRENCE C. STITT

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the degree curriculum for the preparation of supervisors and special teachers of music.

Opportunities in Music Education. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality who has a soundly developed musicianship and a broad educational outlook.

The demand for well-prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high-school graduates whose interest and abilities lead them to select the teaching of music as their profession.

The College has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public-school music teachers and supervisors.

Requirements for Admission. Applicants for entrance to the Music Education Department must meet the general requirements for admission as given on pages 22–24 of this catalogue.

In addition, the applicant should meet the following special requirements which are considered necessary for successful work in the music department:

1. The possession of an acceptable singing voice.

2. Musical sensitivity in such matters as pitch discrimination, tonal and rhythmic memory, harmonic sensitivity.

3. Musical scholarship as a result of private study or a successful public-school music experience.

4. The ability to play the piano or an orchestral or band instrument, representing several years of study and a high degree of performing skill.

*On leave to the U. S. Army.

The personal interview for music students is given by the Director of the department. This interview has proved to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. It is advisable for the prospective student to make application for admission to the Registrar of the College and arrange for an interview early in the new year.

Expenses. The entire expense for a school year of 36 weeks amounts to approximately $535. The costs for one semester are itemized below. (Also see pages 18–21.)

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Housing Fee	144.00
Books, music supplies, instrumental rental, etc.	23.50
Activity Fee	10.00
	$267.50

The statement on Private Instruction Fees found under Fees, page 19, does not apply to the students enrolled in the Music Supervisors' Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors' Curriculum.

Student Teaching. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the Laboratory and Demonstration School and the borough schools during their freshman year. These observations are designed to teach techniques while students are taking prerequisite courses in college, not to professionalize subject matter.

2. In observation and actual teaching assignments in the Laboratory and Demonstration School and the borough schools during the sophomore and junior years as part of the courses in Methods and Materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. In 12 semester hours of Student Teaching required during the senior year. This work is done in the elementary and junior high schools located on the college campus and in the elementary, junior, and senior high schools of Indiana.

All Student Teaching is done under careful, personal supervision of critic teachers.

The student-teaching assignments are made so that each student may have experience in teaching a period of 18 weeks in the elementary grades and a period of 18 weeks in the junior and senior high schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

The student-teaching program at Indiana is the most complete program to be found in the State, and includes the teaching of the following aspects of Music Education:

Elementary School. Vocal literature, beginning instrumental instruction, beginning band and orchestra, preparatory instruments such as tonette, etc., rhythm band, eurythmics, music appreciation, class piano, music in the integrated activity program, original operetta production, creative music and dance.

Junior High School. Boys' glee club, girls' glee club, mixed chorus, general music classes, band and orchestra, chamber music, operetta production.

Senior High School. Boys' glee club, girls' glee club, mixed chorus, band and orchestra, harmony and music history, baton and flag twirling, marching band maneuvers, class voice instruction, advanced instrumental instruction.

This program of student-teaching experiences provides a rich background which well equips our students to take their places in the field of Music Education.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes

FIRST SEMESTER	Clock Hours	Semester Hours	SECOND SEMESTER	Clock Hours	Semester Hours
English I (including Library Science)	4	3	Literature, I	3	3
Place and Purpose of Education in the Social Order, including School Visitation	3	3	Fundamentals of Speech	3	3
Harmony I	3	3	Harmony II	3	3
Solfeggio I (Sight Reading)	3	2	Solfeggio II (Sight Reading)	3	2
Ear Training I	3	2	Ear Training II	3	2
*Private Study	9	3	Private Study (See First Semester)	9	3
Health Education	2	1	Physical Education Activity	2	1
	27	17		26	17

*Private Study includes Voice, Piano, Strings (Violin, Viola, 'Cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon, Saxophone); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments, Chorus, Orchestra and Band. Work arranged for greatest benefit to students.

THIRD SEMESTER

	Clock Hours	Semester Hours
Methods I	3	3
History of Civilization	4	4
Harmony III	2	2
Solfeggio III (Sight Reading)	3	2
Ear Training III	3	2
Eurythmics I	2	1
Private Study	9	3
	26	17

FOURTH SEMESTER

	Clock Hours	Semester Hours
English II	3	3
Appreciation of Art	3	2
Harmony IV	2	2
Elements of Conducting	2	2
Methods and Materials II	4	3
Eurythmics II	2	1
Private Study	9	3
	25	16

FIFTH SEMESTER

	Clock Hours	Semester Hours
General Psychology	3	3
Principles of Sociology	3	3
Harmony V	2	2
Advanced Instrumental Conducting	3	3
Methods and Materials III	4	3
Private Study	9	3
	24	17

SIXTH SEMESTER

	Clock Hours	Semester Hours
Educational Psychology	3	3
Harmony VI	2	2
Elective	3	3
Advanced Choral Conducting	3	3
American Government	3	3
Private Study	8	2
	22	16

SEVENTH SEMESTER

	Clock Hours	Semester Hours
Physical Science	4	3
Student Teaching and Conferences	8	6
Private Study	6	2
History and Appreciation of Music I	3	3
Technic of Teaching and Supervision	1	1
	22	15

EIGHTH SEMESTER

	Clock Hours	Semester Hours
Educational Measurements	2	2
Student Teaching and Conferences	7	6
Private Study	6	2
Elective	3	2
History and Appreciation of Music II	3	3
	21	15

REQUIRED COURSES FOR ALL MUSIC EDUCATION STUDENTS

APPLIED MUSIC

INDIVIDUAL INSTRUCTION

The curriculum in music is designed to give opportunity for intensive preparation in musical content and skills. Continuous study of voice, piano, orchestral and band instruments is required as an integral part of a well-planned series of musical, cultural, and professional

courses. Such study is essential in the preparation of teachers who are to function as leaders in music education, and this work is offered to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These courses may be taken as electives by students in other departments upon payment of an additional fee. (See page 19.)

Vocal Instruction. This course is designed to develop the student's ability to the maximum through physical, psychical, spiritual, and emotional media. Basic fundamentals and principles are stressed through correct posture, breathing, and co-ordination of "free activity." Musicianship is developed through interpretative analysis of rote and art songs.

Piano Instruction. In this course piano performance is correlated with all of the theoretical aspects of the music curriculum. The development of fundamentals of good technic, sight-reading ability, fundamentals of touch, correct interpretation, accompanying of vocalists and instrumentalists are all emphasized.

String Instruction. This course embraces a progressive procedure of study adapted to the technical and musical needs and abilities of the student. Definite achievement in the playing of solo, chamber, and orchestra music of all schools of musical art is stressed.

Wind Instrument Instruction. This course provides the student with abilities and knowledge sufficient to deal intelligently with instruction in the public schools. Technical skill is developed to the maximum ability of each student, emphasizing proper tone production, development of embouchure, breath control, articulation, and fingering technics as used by professionals.

CLASS INSTRUCTION

Since class instruction predominates in the teaching of public-school music, it is imperative that prospective music teachers become familiar with the technics of class management; the psychology of class teaching; and the materials available for class teaching in voice, piano, orchestral, and band instruments. Instruction is so arranged that adequate opportunity to participate in various types of class instruction is available to students without extra cost. Individual instruction and class instruction are co-ordinated in a flexible manner calculated best to promote individual progress.

Group Voice Instruction (For Beginners). This course is organized to further the development of musicianship through the physical, mental, and artistic media. Fundamentals and basic principles are stressed through correct posture, breath control, co-ordination, and freedom of the vocal mechanism. Artistry in vocal performance is stressed. Methodology emphasizes the ability to listen intelligently, give constructive criticism, master vocal terminology related to experience, develop poise in stage and classroom deportment, foster intelligent leadership in music education through initiating small choral ensembles.

Group Voice Methods (For Advanced Students). This course includes an analysis of the technics of class instruction in voice; study of various methods in use for this purpose; a survey of ensemble literature including madrigals, trios, quartets, and larger groups. Opportunity is provided for appearances in school and community recitals, and in radio broadcasts.

Class Piano Instruction (For Beginners). This course is designed to develop general musicianship, reading ability, and the fundamental technic necessary for good tone production. Simple folk songs and the easier selections from the classics are used for solo and ensemble playing. This work is closely correlated with theoretic aspects studied in solfeggio and harmony classes.

Advanced Piano Ensemble. This is a survey course for students with superior ability at the piano. It aims to acquaint the students with literature for solo performance and for four hands or more, including two-piano compositions, symphonies, and overtures. Emphasis is on interpretation and the improvement of sight-reading ability leading to growth in musicianship and appreciation. Opportunities are provided for appearances in public recitals in school, community, and radio broadcasts. A survey of class piano methods is included in this course.

Class Violin Instruction (For Beginners). This is a course in beginning violin playing as a practical introduction to the technical problems involved in the performance of stringed instruments. Instruction is carried on as in the public schools, students thereby becoming familiar with class technics as well as the technic of the instrument.

String Ensemble Instruction (For Advanced Performers). This course provides a study of quartet style and quartet literature of the classic and modern schools. Ensembles are organized on the basis of individual ability in order to secure homogeneous grouping for the studying of graded literature. Opportunities are provided for public appearances in school and community recitals, and in radio broadcasts.

String Class Methods. This course studies class instruction as carried on in the public schools. Problems of class organization and procedure are demonstrated and a survey of materials is made. Provision is made for observation of violin class instruction in the public schools. Prerequisite: at least one year of violin instruction.

String Class Instruction. The prerequisite for this course is at least one year of violin instruction. In this semester students rotate study of the remaining string instruments including viola, cello, and bass. A study is made of technical problems, materials, class organization, and procedure.

Beginning Orchestra. This course includes participation in a beginner's orchestra with a view to becoming familiar with several orchestral instruments through the song approach as well as becoming familiar with orchestral routine. Work with instruments other than those already played.

Woodwind Class Instruction (For Beginners). The clarinet is studied for at least one year as a basic instrument. During the third semester, students rotate study of the remaining woodwind instruments including flute, oboe, English horn, bassoon, alto clarinet, bass clarinet, and saxophone. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Brass Class Instruction (For Beginners). The cornet or trombone is studied for at least one semester as a basic instrument. During the second semester, students rotate study of the remaining brass instruments including alto horn, French horn, baritone, trombone, and tuba. This procedure enables them to become familiar with the technic of teaching homogeneous and heterogeneous groups, the materials available for such instruction, and the technical problems to be met in the study of these instruments.

Advanced Vocal Ensemble (For Advanced Students). Students chosen to participate in these groups must prove themselves capable of demonstrating superior vocal ability as soloists. These ensembles study quartet literature including compositions from opera, oratorio, and the madrigal school. Concert appearances are provided through recitals and broadcasts.

Advanced Wind Ensembles (For Advanced Performers). Woodwind and brass ensembles as well as mixed groups are organized according to individual abilities to survey graded literature for such ensembles, and to study ensemble style. Opportunities are provided to appear in public recitals in school and community, and in radio broadcasts.

LARGER MUSICAL ORGANIZATIONS

College Choir. This organization is devoted to the study of choral music and a demonstration of methods and procedures for the attainment of superior choral singing. Essentials of singing are stressed including posture, breath control, elimination of tension, proper resonance, distinct and natural pronunciation, phrasing, style, and interpretation. This course is required for juniors and seniors in the Music Curriculum. It is elective and selective for sophomores and freshmen in the Music Curriculum, and to students in the rest of the College.

Men's Glee Club. This organization aims to afford personal enjoyment to its members through participation in ensemble singing, and contributes to college life by appearing publicly on the campus at concerts and assemblies. Membership is required of all men in the music department and is open to all other men in the college who enjoy singing.

Women's Chorus. This organization studies materials for women's voices. It is open to women from all departments in the College. This group appears on the campus in concerts and assemblies. Membership

is required of all women in the Music Department and is open to all other women in the College who enjoy singing.

Junior Choir. Composed of underclassmen in the Music Department and students in other departments and serving as a feeder organization for the College Choir. This organization will provide a major portion of the musical services for Sunday vespers.

College Symphony Orchestra. The Symphony Orchestra performs a repertoire of classic and romantic compositions as well as the works of contemporary composers. The orchestra contributes to the cultural life of the College and community by public recitals and radio broadcasts. Membership is open to any student in the College who can perform the music. Students with orchestral experience are encouraged to bring their instruments and apply for membership in this organization. The Orchestra also serves as a laboratory for surveying materials for senior high school and college performance.

College Marching Band. This organization is open to all men in the college who can perform the music. It is uniformed in the colors of the school. Appearances are made at all local college football games, community parades, and at least one trip is made away with the football team. Members of the band study marching tactics and trick field maneuvers.

College Concert Band. This organization is open to all students, both men and women, who can perform proficiently on their instruments. Appearances are made frequently both in the College and community, as well as for radio broadcasts. The literature studied includes both transcriptions for symphonic band and works written especially for the band. This organization also serves as a laboratory group to survey available literature for Class A, B, and C as published for senior-high-school bands.

PERFORMANCE REQUIREMENTS FOR GRADUATION

Before candidates for a diploma are granted their degree, they must establish to the satisfaction of the music faculty their fitness as musicians as well as educators. At any time during their course of studies they may take an examination to demonstrate proficiency in the following performance requirements:

Voice. Students must be able to sing acceptably in artistic fashion solo songs by recognized composers such as Schubert, Schumann, Robert Franz, Franz Abt, Coleridge-Taylor, Mana-Zucca; and sing acceptably in an artistic manner music of the madrigal school and of modern composers. They must also be able to sing at sight in an accurate and artistic manner rote songs for elementary grades.

Piano. Students must demonstrate an ability to play a prepared solo representing at least Fourth Year of study; play an accompaniment to a song, an instrumental solo, and accompaniments from the music-text series as published for junior high schools; harmonize at the piano

a simple melody such as is published for primary grades; harmonize scales in any major or minor key; and transpose a simple folk song to any key.

Orchestra and Band Instruments. Students must be able to perform artistically on one instrument of the band or orchestra such music as is announced for solo performance in the National Contest list; perform with merit on one instrument from each choir of the orchestra, namely, a string instrument, woodwind, and brass instrument, such material as is played by Intermediate orchestra or band ensembles; demonstrate and play all orchestra and band instruments using folk songs and scales as illustrative material; demonstrate familiarity with the problems of bowing and fingering all string instruments, embouchure, breath control, articulation, and fingering of all wind instruments. Superior pianists or vocalists may offer their media for solo performance in place of an orchestral instrument.

Examination Committee. At any time during a student's career in the department, he may make a request to the Director to take the Performance tests for graduation which will be given at the end of each semester. Students who can satisfactorily meet certain of these requirements before the end of the fourth year may then devote the time saved to the development of further skills in other aspects of their applied music preparation. The examining committee consists of the applied music teachers in each field, with the Director and another faculty member constituting the other members of the committee.

FESTIVAL-CONCERTS, RECITALS, AND BROADCASTS

Any music curriculum which fails to materialize into functional use to the college and community is sterile. The knowledge and skills acquired must be adequately translated into usefulness through individual and ensemble performances. Much experience in listening to and participating in concerts, recitals, and broadcasts is provided throughout the school year. These functions may occur as informal studio recitals, Music Club informal recitals, formal evening concerts, co-operative festival programs, union church services of music, faculty-student recitals, assembly music programs, service club concerts and other activities. The department broadcasts a Music Appreciation Series over Radio Station WHJB, Greensburg.

AMERICAN MUSIC ACHIEVEMENT TROPHY

The Music Education Department holds the unique distinction of having been awarded the American Music Achievement Trophy by the American Musical Arts Foundation. This award was made after the Foundation had conducted a survey of the work of more than 300 American Colleges and Universities. The Trophy was given to Indiana for having made the greatest contribution to the cause of American music during the year 1940-41.

The Indiana Spring Music Festival each year brings to the campus a great American composer-performer to play his own and other com-

positions with the College Symphony, Chorus, and Band. To date such eminent composers as Percy Grainger, John Powell, Charles Wakefield Cadman, Roy Harris, Erik Leidzen have honored the College with their presence in these Festival-Clinics.

Additional Festivals are prepared for Christmas and Easter by the College Choral Organizations. The College Concert Band and Symphony Orchestra present several concerts featuring soloists and ensembles in addition to the regular programs.

RECORDING EQUIPMENT

The College owns its own recording equipment which makes possible constant testing in applied music. Our students make frequent recordings during the year to check their individual growth in voice and instrumental performance. Recordings are also made of the ensembles and the larger musical organizations. These are purchased by the members of these musical groups for reference use and also as mementos of many glorious experiences in singing and playing with choir, band, orchestra, and chamber groups.

MUSIC EDUCATORS CLUB ACTIVITIES

All students of the Music Education Department are automatically members of the Music Educators Club. This organization sponsors trips to Johnstown and Pittsburgh to hear the major symphony orchestras and world-renowned concert artists and ensembles. Each class within the club sponsors student recital-teas periodically. Such activities provide opportunities for a desirable type of social intercourse and educate students in accepting responsibility and acquiring social grace so essential to the music educator. Student representatives elected by the Club sit in as part of the Music Education Council of Faculty and Students, which determines the policies of the department within the framework of the College.

THEORY OF MUSIC

Harmony I 3 cr.

The course includes a brief review of the essentials of music notation, the study of intervals, of scale forms and key signatures, and harmonization of given melodies involving tonic and dominant triads and the dominant seventh chord, in root position and inversion. The procedure is from the standpoint of eye, ear, and keyboard, with constant emphasis on the musical aspects of the work.

Harmony II 3 cr.

The course includes melody construction from a harmonic basis, and harmonization involving the use of the dominant ninth chord, the subtonic, subdominant and supertonic chords, and bytones. Keyboard work is stressed and original use of acquired materials is begun.

Harmony III 2 cr.

This course includes harmonization involving the use of the subdominant and mediant chords, modulation to related and unrelated keys, consecutive first inversions of triads, secondary seventh chords, irregular resolution of the seventh, the figured bass and chromatically altered chords. Keyboard work, harmonic analysis, and creative use of acquired material are stressed.

Harmony IV (Keyboard Harmony) 2 cr.

This course aims at a summation and application of previous knowledge and experience to gain facility in harmonization at the keyboard. It includes harmonization of folk songs and melodies commonly used in the schools and community, transposition, sequence building, creative work at the piano, and harmonic memorization.

Harmony V 2 cr.

This course includes a study of form and analysis. A study is made of harmonic analysis; the structural designs commonly employed in musical composition; the smaller units of structure, the song-forms, rondo, sonatina and sonata-allegro forms. Original composition in the smaller forms is included.

Harmony VI 2 cr.

Original composition comprises this course. The course includes musical settings of texts for solo voices and for vocal groups, instrumental composition in various forms and adapted to various solo instruments or instrumental ensembles, and arrangements of folk-song material for vocal and instrumental groups.

Solfeggio I 2 cr.

This course is designed to give the student mastery of the printed music score so that he may interpret fluently, artistically, and accurately all commonly used music symbols, including tonal patterns, rhythmic notation marks of expression and interpretation. Emphasis is placed on training the eye to see and the memory to retain increasingly larger time and tone groups. Music approximates difficulty of that intended for Grade V.

Solfeggio II 2 cr.

At the end of the second semester, the student should be able to read the material intended for Grades VI-VIII and should be able to carry successfully any part assigned in part singing at this level of difficulty.

Solfeggio III 2 cr.

This is an advanced course developing the ability to read at sight music containing difficult intervals and rhythms, chromatic harmonies and modulations, independent singing including quartet singing with particular attention to distinctness and naturalness of pronunciation. Special stress on artistic sight singing of words and music and the feeling for phrase and cadence.

Ear Training I 2 cr.

This course takes up the study of tone and rhythm so that students will gain power to recognize, visualize, sing, and write melodic phrases in all keys from dictation.

Ear Training II 2 cr.

This course is a continuation of melodic dictation, giving special emphasis to the development of musical memory and to the ability to write comparatively difficult rhythms and melodic phrases after one hearing. Beginning of chord dictation, utilizing the simpler harmonic progressions encountered in Harmony I and II.

Ear Training III 2 cr.

This is an advanced course devoted to the study of tone and rhythm as applied to harmony and melody writing; the singing, aural recognition, and writing of chords and intervals in major and minor keys; melodies in phrase and period form; visualization and memory drills.

Eurythmics I 1 cr.

This course aims to give a systematic development of musical perception, appreciation, and creative imagination, through varied rhythmic bodily responses. It endeavors to unify physiological, social, and musical factors through co-ordinated rhythmic activity.

Eurythmics II 1 cr.

In addition to being able to express increasingly difficult rhythms and forms, the student now learns through this course to direct others in the various activities, improvises on drum and piano, and organizes the work learned to fit in with the needs and capacities of children to be taught later.

THEORY OF TEACHING AND SUPERVISION

Place and Purpose of Education in the Social Order 3 cr.

This is an orientation course in Education which includes an analysis of factors involved in the educative process, the evolution of modern educational pedagogy from primitive peoples to our own times with particular reference to the contributions made by the fine arts, the growth of the music-education movement in America.

Methods and Materials I (Grades 1, 2, 3) 3 cr.

This course gives a comprehensive and analytical study of the young child's singing voice, of important texts and materials, and of teaching methods suitable for the primary grades. Attention is given to the problems of the monotone; to materials and methods of vitalizing appreciation work; to choosing, memorizing, singing, and presenting rote songs; to methods of presenting rhythm through singing games, interpretative movements, and rhythm band. Preparation of lesson plans, making of outlines, and observation of teaching are required.

Methods and Materials II (Grades 4, 5, 6) 3 cr.

The application of principles of education to the teaching of music in the fourth, fifth, and sixth grades is made in this course. Various procedures are considered, involving the relation and use of music with other subjects of activity programs. The work of each year is considered as well as the problems that confront the grade teacher and supervisor.

Methods and Materials III (Junior and Senior High School) 3 cr.

This course includes a careful study of the changing adolescent voice, its special problems; a survey of materials and methods for this area; the integration of music with other subjects; the problems involved in supervision and in organizing the music curriculum; Observation and an increasing amount of participation in teaching are required.

Psychology of Music 3 cr.

This course is designed to acquaint the student with recent psychological advances in the field of music and to relate these to educational theory and practice. It includes analysis of the psychology of tonal and rhythmic forms; of musical functions involved in listening, performing, and composing; of measurement and diagnosis of musical abilities involved in the musical personality. Assigned readings, reports, development of test procedures are used in teaching. Prerequisite: General Psychology.

Elementary Conducting 2 cr.

This course acquaints the student with the art of conducting and provides the necessary baton technic for conducting. Simple songs and elementary instrumental materials are used in the study and practice of conducting, and an intense study is made of the technics of orchestra and band instruments including transpositions.

Advanced Instrumental Conducting 3 cr.

A laboratory course designed to build skill in baton technic; development of musicianship through interpretative analysis of representative works capable of being performed by senior-high-school and college instrumental groups; survey of materials for high-school bands and orchestras; study of individual instrument techniques, phrasing, bowing, intonation, and ensemble. Opportunity is provided to conduct the College Symphony and the College Band in rehearsal and to conduct school assembly programs. Prerequisite: Elementary Conducting.

Advanced Choral Conducting 3 cr.

This is an advanced course placing special emphasis upon preparation for conducting glee clubs and choruses. It includes a survey of suitable materials; problems of organization and maintenance of groups; rehearsal technics; program building; conducting recitative and free rhythm; appearance and grouping of choirs; preparation for festivals and contests; technic of radio broadcasting; and a study of

interpretation including development of tone quality, blend, balance, intonation, unanimity, and phrasing. Prerequisite: Elementary Conducting.

History and Appreciation of Music I 3 cr.

Beginning with a rapid survey of contemporary developments and tendencies, this course presents the development of music from primitive beginnings through the Classic Age. Great movements in musical developments are traced, with their political and social background. The course aims to extend the student's familiarity with music literature, and to develop an understanding and appreciation of music as a vital factor in life.

History and Appreciation of Music II 3 cr.

Beginning with Beethoven and the development of the Romantic movement, this course deals with the great masters of the nineteenth century and with the development of such art forms as the art song, the piano solo, the symphonic poem, the latter nineteenth-century opera; and modern trends of the twentieth century.

Curriculum Materials: Selection and Adaptation 1 cr.

This course presents a summation of the previous three years work designed to enable the students to establish a philosophy of education which will relate educational theory to practice. An analysis of the problems involved in curriculum reconstruction, and the preparation of a course of study in music education from pre-school age through adult life based on the needs of the individual, the school, and community.

Student Teaching and Conferences 12 cr.

All student teaching is done under the careful personal supervision of critic teachers. (See pages 123, 124.)

ELECTIVES FOR MUSIC STUDENTS

Orchestration for School Bands and Orchestra 3 cr.

This is a practical course in the rudiments of scoring for small and large ensembles including transpositions; cross-cuing; scoring for strings, woodwinds, brasses; arranging and transcribing of songs, piano music; scoring of marches and dance forms. Prerequisites: Harmony I through IV.

Instrumental Methods and Materials 3 cr.

This is a survey course in the newest texts in the teaching of instrumental music; development of a course of study in instrumental music; tests and measurements in this field; the administration of an instrumental department studying scheduling of classes, financial responsibilities, organization problems.

These courses are available for those music students who desire to broaden their musical preparation in place of earning certification in a second area of specialization in an academic field.

REQUIRED COURSES IN OTHER FIELDS FOR MUSIC STUDENTS

Several courses in other departments are required for graduation in the Music Curriculum. Following is a list of these courses with the page number where description may be found:

	Page		Page
English I	62	Educational Measurements	57
English II	63	History of Civilization	88
Fundamentals of Speech	62	Principles of Sociology	88
Literature I	63	American Government	88
General Psychology	56	Health Education	75
Educational Psychology	56	Physical Science S D	84
		Appreciation of Art	97

ELECTIVES IN OTHER FIELDS FOR MUSIC STUDENTS

Electives from any of the other college fields may be chosen by those students who establish a high record of achievement in their major field leading toward the completion of requirements for certification in these respective fields.

*CORE COURSE

MUSIC

Appreciation of Music 2 cr.

A course designed to meet the cultural needs of the average music lover, to provide a wider understanding of music as an art and as an integral part of modern life, and to offer opportunity to become intimately acquainted with a variety of great music. Special emphasis will be given to the human values of music and its correlation with art, literature, and geography.

REQUIRED COURSES IN MUSIC FOR ELEMENTARY EDUCATION STUDENTS

Music I 2 cr.

A course in the fundamentals of music notation and music reading, correct use of the singing voice, and the gaining of a repertory of assembly and rote song material.

Music II 2 cr.

A course in methods of teaching designed to train the elementary teacher in the development and care of the child voice, to present techniques of teaching appropriate to the lower grades, and to enlarge the repertory of suitable music materials.

ELECTIVES IN MUSIC FOR NON-MUSIC STUDENTS

Any of the courses in the Music curriculum are available to students in other departments. There are no fees for the larger musical organizations, which are considered extra-curricular for non-music majors.

*Course required in the Elementary and Secondary Education Curricula.

ENROLLMENT

First Semester 1942-1943

COLLEGE ENROLLMENT BY CURRICULA

	Male	Female	Total	Total by Curricula
Elementary Curriculum:				
1st year	1	53	54	
2nd year	0	52	52	
3rd year	1	64	65	
4th year	2	57	59	
			—	230
Secondary Curriculum:				
1st year	50	69	119	
2nd year	24	19	43	
3rd year	14	17	31	
4th year	13	20	33	
			—	226
Art Curriculum:				
1st year	4	12	16	
2nd year	2	9	11	
3rd year	7	9	16	
4th year	1	12	13	
			—	56
Business Education Curriculum:				
1st year	34	73	107	
2nd year	11	43	54	
3rd year	15	30	45	
4th year	24	32	56	
			—	262
Home Economics Curriculum:				
1st year	0	57	57	
2nd year	0	49	49	
3rd year	0	64	64	
4th year	0	70	70	
			—	240
Music Curriculum:				
1st year	23	33	56	
2nd year	19	22	41	
3rd year	8	13	21	
4th year	9	10	19	
			—	137
Totals	262	889	1151	1151

COLLEGE ENROLLMENT BY COUNTIES

County	Total	County	Total
Allegheny	179	Huntingdon	4
Armstrong	43	Indiana	271
Beaver	32	Jefferson	27
Bedford	10	Lackawanna	2
Berks	4	Lancaster	1
Blair	37	Lawrence	16
Bucks	1	Lebanon	1
Butler	13	Luzerne	4
Cambria	99	McKean	5
Carbon	1	Mercer	6
Center	5	Mifflin	2
Chester	1	Montgomery	3
Clarion	13	Northampton	3
Clearfield	20	Northumberland	2
Crawford	12	Perry	2
Cumberland	4	Philadelphia	2
Dauphin	3	Schuylkill	2
Delaware	1	Somerset	49
Elk	5	Tioga	2
Erie	14	Venango	16
Fayette	43	Warren	4
Forest	2	Washington	33
Franklin	8	Westmoreland	114
Fulton	1	York	5
Greene	8	Out-of-state	6
		Total	1151

COLLEGE LABORATORY SCHOOL ENROLLMENT

Kindergarten	30	Sixth Grade	36
First Grade	27	Seventh Grade	45
Second Grade	28	Eighth Grade	49
Third Grade	28	Ninth Grade	38
Fourth Grade	33	Tenth Grade	34
Fifth Grade	28		
		TOTAL	376

SUMMARY OF ENROLLMENT

First Semester 1942-1943

College Enrollment—full-time students 1151

Part-time Students:

Saturday Campus 55

Extension Classes:

Ebensburg 13
Greensburg 27
Hooversville 27
Johnstown 41

Total 108

Number of Different Part-time Students 155
Total College Enrollment 1306
Enrolled for Private Instruction (Music) 2
Enrollment in Campus Laboratory School 376

Enrollment Summer Session 1942:

Pre-Session 329
Regular Session 523
Post-Session 245

ROSTER OF STUDENTS

STUDENTS FIRST SEMESTER 1942-1943

ART CURRICULUM

Freshmen

Name	City or Town	Name	City or Town
Boardman, Doris Jeanne,	Chambersburg	McGrath, Mary Patricia	Coraopolis
Burchfield, Anne	Johnstown	Munshower, Mary Jane	Indiana
Cretcher, Mary Joan	Indiana	Pollock, Mary Agnes	Indiana
Graham, Martha Jane	Wilkinsburg	Schell, James Daniel	Coraopolis
Hess, Betty Jane	Indiana	Shaul, Andrew	Manorville
Kell, Mary M.	Newport	Soisson, James Howard	Cresson
Kempf, Mary Elizabeth	Indiana	Tortella, John B.	Ernest
Loya, Magdaline	Windber	Vandever, Joan	Erie

Sophomores

Brenneman, Harold W.	Aliquippa	Martin, Anna Mae	Turtle Creek
Bruno, Anthony	Indiana	Miller, Eleanor	Saltsburg
Byers, Clara H.	Lampeter	Nehls, Mary Jane	Somerset
Gerhardt, Nancy	Johnstown	Porter, Maxine	Indiana
Kish, Pearl	Indiana	Thompson, Janet	Mayview

Juniors

Aye, Helen Lucille	Kittanning	Knode, Jane	Chambersburg
Badger, Jess W.	New Castle	Langsner, Marian S.	Pittsburgh
Campbell, Margaret	Indiana	Line, Anna Rae	Delmont
Coon, Miriam Louise	Clarington	McGrain, Billie Ann	Cresson
Cunningham, Alice Ruth	Bolivar	Mack, Frances A.	Bangor
Cunningham, Roe A.	Mount Union	Orms, Betty Jane	Johnstown
Deaner, Ross	Somerset	Wagner, Clair	New Kensington
Holt, Earle F.	Indiana	Walker, Eugene R.	Central City
Holt, Merle George	Indiana		

Seniors

Breth, Sylvia M.	Clearfield	Schreiner, Nizza Penelope,	Slippery Rock
Brumbaugh, Thomas	Greencastle	Shaeffer, Madelene Lois	Homer City
Kennedy, Agnes	Kittanning	Shaw, Elizabeth Nell	Wilkinsburg
Kramer, Eileen Julanne	Pittsburgh	Stephenson, Mrs. Vivian Kennedy,	Tarentum
Loser, Gertrude M.	Harrisburg	Stormer, Marietta	Indiana
Poole, Alice L.	East McKeesport		
Richardson, Marlys Gene	Knox		
Rieg, Georgette	Indiana		

BUSINESS EDUCATION CURRICULUM

Freshmen

Alker, Jean	Indiana	Buerkle, Raymond E., Jr.,	Pittsburgh
Allen, Janet	Brush Valley	Campbell, Charles H.	Latrobe
Altman, Jean	Elderton	Carnahan, Mary Jane	Apollo
Antonio, Cecilia	Bolivar	Clarke, Virginia	Bellefonte
Barchie, Irene J.	McKeesport	Coy, Laurabelle	Vandergrift
Baumgardner, Annabelle	Ogletown	Coyne, Monica M.	Uniontown
Bell, Alberta V.	Indiana	Darby, Catherine J.	Irwin
Berchin, Olga	Conemaugh	Daubert, M. Elizabeth	Johnstown
Berner, Helen	Pottsville	Delp, Anna	Monaca
Borland, Elizabeth E.	Indiana	DeMatt, Robert	Hazleton
Bowman, Mabel K.	Tyrone		

Name	City or Town
DeSimone, Floyd R.	New Kensington
Dezzutti, Pearl	Hyde Park
Diamant, Andriana	Johnstown
Dilling, Pauline M.	Hopewell
Erwin, Doris	South Heights
Fajkiel, Frances Ann	Donora
Ferrante, Philomena	Indiana
Ferry, Fred F.	Aliquippa
Frangoulis, Stella	Hyde Park
Frazier, Marian	Homer City
Galie, Adam	Arnold
Gardner, Edgar K.	Pittsburgh
Griffiths, Elizabeth	McKeesport
Hagele, Richard C.	Tarentum
Halama, Anna	Aliquippa
Hall, Nancy Jane	Ligonier
Harbaugh, Norman	Windber
Harkins, Robert	Pittsburgh
Hendricks, Kathryn	Bolivar
Hess, John Merle	Indiana
Hill, Richard	Erie
Hillgartner, Robert Samuel,	Pittsburgh
Hoak, Samuel	Pittsburgh
Holben, Edward	Punxsutawney
Hornick, Ruth	Johnstown
Huey, Jean	Punxsutawney
Hunter, James N.	Ernest
Jones, John A.	Uniontown
Kester, Bernice	Grampian
Kohlhepp, Shirley	DuBois
Kuhns, Evelyn	Fairbank
Lebovitz, Joseph L.	Pitcairn
Lemmert, Dorothy Louise,	Philadelphia
Long, Joan	Bellefonte
Lorditch, Mary Margaret	Johnstown
Lowman, Robert	Clarksburg
McAvoy, Mary C.	Osceola Mills
McLain, Dorothy	Indiana
Magill, Vernon T.	Pitcairn
Marks, Jeanne	Hollidaysburg
Martucci, John V.	McKeesport
Meighen, James A.	Waynesburg
Mitchell, Louise Lee	Ford City
Morford, Donald Eugene	Greensburg
Myers, Harold J.	Ellwood City
Nardis, Samuel R.	Clarksburg
Offner, Jean	Edinboro
O'Hara, Mary Stella	Ernest
Opris, Margaret	Glassport
Orr, Elizabeth	Indiana
Perfetti, Jean	Indiana
Peterson, Dorothy	Indiana
Polman, Lisa Lotte	Uniontown
Previte, Angeline	Indiana
Quinn, Lucy Jane	Taylor
Riggs, Lois Ann	Uniontown
Ringler, Valetta	Jones Mills
Rininger, Theodore F.	New Paris
Ruppert, Rosemary	Pittsburgh
Santucci, Rose	Windber
Sayers, Ellen Mae	Sligo
Seremet, Henry	Latrobe
Shaffer, Paul C.	Altoona
Simkovich, Mary Ann	Jacobs Creek
Single, Sue	Dunlo
Smith, Anna Jane	Falls Creek
Smith, Don Ralph	Aliquippa
Spanko, Julia Jean	Uniontown
Stahlman, Richard W.	Oil City
Startzell, Harry I.	Sprankle Mills
Straitiff, Marjorie	Punxsutawney
Sturiale, Thelma Violet	Indiana
Taucher, Rose Emily	Broughton
Thompson, Alice Lucille	Kittanning
Totura, Olga	Belle Vernon
Vargo, Margaret E.	Indiana
Venturella, Samuel	New Castle
Wascznick, Frances T.	Belle Vernon
Watson, Sara Belle	Indiana
Weezorak, Robert John	Arcadia
Wenger, Arlene Louise	Birdsboro
Wilson, Harold A.	Clearfield
Wolfe, Ruthe C.	New Castle
Wuslick, Betty Jean	Export
Yanity, Kathleen J.	Indiana

Sophomores

Adair, Jeannette	Mars
Agro, Hiney V.	Kittanning
Barnett, Mary Lorraine	Latrobe
Boland, Kathleen Edith	Indiana
Braucht, Henrietta	Coalport
Bruno, Mary	Indiana
Buhl, Helen Norma	Kane
Bush, Harold Miles	Indiana
Byers, Stella	Indiana
Caldwell, Bruce	Turtle Creek
Combs, Marjorie Jean	Uniontown
Cox, Dorothy	Wilkinsburg
Cutler, William E.	Nemacolin
DeMichelis, Josephine	Dunbar
Demopulos, Sylvia	Hazleton
Dickie, Nancy M.	Blairsville
Dobrosky, Dorothea	Indiana
Dreisbach, Robert James	Lehighton
Fisher, Ruth	Erie
Forcellini, Nellie M.	Twin Rocks
Gach, Blanch	Glen Campbell
Ghizzoni, Dorothy	Homer City
Gorgone, Tressa	Windber
Grygiencz, Sophie	McKeesport
Halama, Margaret	Aliquippa
Hammers, Dorothy	Indiana
Harcarufka, Ann Marie	Curwensville
Hoffman, Arlene	Sharon
Hoffman, Donald	Dayton
Jurkowski, Casimir Raymond,	Ambridge
Kirsch, Norman	Pittsburgh

Name	City or Town
McFadden, Mary Margaret	Altoona
Markel, M. Gloria	Jeannette
Markiw, Myroslaw	Lyndora
Metzger, Bertha Jean	Altoona
Morris, Ruth	Everett
Myers, Kathryn E.	Albion
Ogden, Nell Eris	Waynesburg
Otto, Pauline Marie	East McKeesport
Penney, Mary Nell	Mars
Renne, Eleanor Frances	Uniontown
Ribblett, Gertrude E.	Conemaugh
Rich, Josephine L.	Uniontown
Rockey, Lucille	Altoona
Ross, Dominic	Marianna
Rydberg, Janet	Kylertown
Sanzeri, Nancy Ann	California
Shallenberger, Joanna	Dawson
Shiveley, Betty Jane	New Brighton
Stadtmiller, Emmy Lou	Indiana
Volz, Elizabeth Ann	Pittsburgh
Walker, Janet E.	Johnstown
Walker, Lydia F.	Marion Center
Yorgey, Sarah L.	Pittsburgh
Zerfoss, Guy E.	Dixonville

Juniors

Name	City or Town
Abraham, Thomas	Jeannette
Anis, Dorothy Louise	Portage
Barns, Margery Ann	Albion
Bault, Constance	Pittsburgh
Bond, Lon Skinner	Indiana
Branthoover, Betty J.	Mamont
Brickell, Mary Eleanor	Gipsy
Briggs, Eleanor Anne	Curwensville
Butler, William	Indiana
Catsouphes, Cornelia M.	Scranton
Cramer, Vera M.	Penn Run
Crawford, G. Glen	Johnstown
Dalzell, Martha J.	Coraopolis
Douglas, Martha Patricia	Kittanning
Finn, Robert Sherwin	Commodore
Fry, Donald H.	Ligonier
Gilmore, Betty Kay	Clairton
Glessner, Carolyn Mowry	Berlin
Glessner, Faye	Berlin
Grossman, Morton C.	New Castle
Gundry, Ida C.	Hazleton
Heilman, Norma	Duquesne
Jurgens, Catherine Eleanor,	Bryn Mawr
Kadar, Emma June	McKeesport
Kahler, Esther Elisabeth,	Philadelphia
Lohr, Evelyn G.	Stoystown
McCarthy, Katherine M.	Pittsburgh
McIntire, Hazel Edna	Homer City
Martucci, Eleanor	Hastings
Moran, Louise	Lewistown
Nichols, Harold	Indiana
North, Lucille	Big Run
Salvatora, Dorothy	Pittsburgh
Schrall, Regina Rita	Cresson
Seneca, Anna Lucy	Universal
Shank, Doyle A.	Commodore
Sheehe, Patrick T.	Indiana
Shuster, Stephen	Windber
Spagnolo, Edward A.	Pittsburgh
Steele, Clifton	Blairsville
Thull, Edward C.	New Brighton
Trainer, James O.	Indiana
Ward, Jean M.	McKeesport
Zeitler, Margaret Jean,	Punxsutawney
Zigarella, Lena Marie	Springdale

Seniors

Name	City or Town
Barber, Kathryn Rita	Erie
Barry, Helen Joan	Pittsburgh
Beckley, Landis Paul	Johnstown
Bergman, Paul Joseph	Blairsville
Bonomi, Florence	Aliquippa
Brewer, Martha	New Brighton
Burkett, June	Erie
Butts, Betty V.	Cramer
Caylor, Harold E.	Ringgold
Cochrane, Robert D.	Blairsville
Corazza, M. Jane	Freeland
Costas, Liberty	Universal
Cravener, Leahmon	Kittanning
Davis, Robert Womer	Indiana
Durbin, Lillian M.	Wampum
Ellenberger, Dorothy	Clymer
Ferraro, Norma	Blairsville
Fetterman, Gerald R.	Punxsutawney
Fiola, Wayne	Indiana
Galley, Grace Robinson,	Mount Pleasant
Good, Jean W.	California
Heilman, Julia Josephine	Hanover
Herrholz, Dorothy Jean	Penn
Hill, Marjorie	Indiana
Hogg, Frank Leroy	Washington
Jones, Thelma J.	Marianna
Jordan, Ruth A.	Indiana
Kalmanek, Charles R.	Uniontown
King, Margaret	Pittsburgh
Lazar, Olga M.	Monessen
Linamen, Harold	West Monterey
Long, Jean F.	Colver
McAfoose, Richard Donald,	Rural Valley
McGrew, Robert L.	New Castle
McNaughton, Raymond Dick	Indiana
Martin, Fay W.	Uniontown
Martinko, Richard	Whitaker
Matejczyk, Leonard F.	Barnesboro
Miller, Lisle F.	Indiana

Name	City or Town
Miller, Mary	Ridgway
Moot, Lydia Jane	Homer City
Olshock, John M.	Marianna
Peters, James Leroy	Clune
Pezzuti, Anne	Indiana
Pringle, Ruth	Titusville
Raab, Robert C.	Johnstown
Roberts, Virginia	Pittsburgh
Roman, Costic	Iselin
Ruthko, Fred	Jerome
Santangelo, Russell	Norristown
Scott, John Wayne	Hickory
Shea, Helen	Indiana
Shoenfelt, Gladys	Roaring Spring
Smider, Edna	Donora
Tritschler, Mary Ellen	New Brighton
Young, Mary Louise	Verona

ELEMENTARY EDUCATION CURRICULUM

Freshmen

Addington, Jessie Lee	Burgettstown
Barron, Helen Marie	Blairsville
Bath, Cora Mae	Indiana
Beck, Alice Dorthea	Cherry Tree
Benney, L. Jeanne	Altoona
Bero, Elizabeth Julle	McKeesport
Betz, Jane	Ligonier
Bianco, Arlene	Homer City
Bracken, Thelma	Indiana
Campbell, Margaret	Ford City
Coombs, Nancy Ann	Monaca
Crouse, Ruth	Greensburg
Frederick, Lila Jean	Ford City
George, Audrey E.	Johnstown
Haden, Elizabeth S.	Ebensburg
Haer, Mary Lou	Marion Center
Hayes, Geneva	Black Lick
Herbein, Mildred	Baden
Holm, Anna Mae	North Apollo
Hooker, Ruth	Pittsburgh
Johnston, Alice Leona	Allison Park
Johnston, Betty Jean	Indiana
Jones, Marjorie A.	Greensburg
Kaschalk, Mildred M.	Nanty Glo
Keller, Betty	Johnstown
Kerr, Helen	Wilkinsburg
Lanich, Ruth	Indiana
Lawson, Louise Mary,	New Kensington
Lewis, Irma Belle	Adah
Logan, Joyce Darlene	Indiana
McCall, Frances	Punxsutawney
McIlhattan, Patricia Jean,	Greensburg
McNeel, Irene	Altoona
Petrilli, Marie S.	Hannastown
Reed, Maryjayne S.	Johnstown
Reynolds, Ruth Marie	Johnstown
Robb, Christenia C.	New Florence
Roberts, Sara Mae	Indiana
Ross, Joann Sue	Greensburg
Ross, J. Laverne	Uniontown
Ross, Winifred E.	Marion Center
Sandy, Dorothy D.	Lucernemines
Saul, Virginia	Turtle Creek
Sekinger, Lucetta M.,	New Kensington
Sharp, Marian L.	Oil City
Smith, Howard Clifton, Jr.,	Osceola Mills
Starry, Twyla	Indiana
Streams, Helen	Marion Center
Thomas, Thelma	Indiana
Truxell, Bernice	Greensburg
Warner, Barbara	Indiana
Wine, Carolyne A.	Indiana
Wissinger, Muriel	Conemaugh
Wolfe, Dolores Elizabeth	Indiana

Sophomores

Acciai, Josephine R.	Creighton
Adams, Alma LaVerne	Alverda
Adamson, Dorothy	Cheswick
Baker, Carmen J.	Altoona
Beach, Lois N.	Martinsburg
Born, Doris	Everett
Clark, Blanche Ethel	Duquesne
Crawford, Mary Elizabeth	Apollo
Crozier, Louise Adell	Reno
DeSantis, Laura Anna	Indiana
Dunkle, Rose Bayonne	Connellsville
Ference, Betty	Pittsburgh
Fowler, Betty Jeanne	Indiana
Gioiosa, Dorothy	Altoona
Goodhue, Margaret L.	Vandergrift
Grigsby, Ruth Adelaide	Pittsburgh
Harr, Mildred	Latrobe
Heid, Lois H.	Pittsburgh
Hipp, Katherine Eileen	Erie
Hite, Palma M.	Luxor
Hunt, Margaret	Johnstown
Kautz, Elaine Ann	Pittsburgh
King, Grace V.	Duquesne
LeViseur, Margaret Mary	Aliquippa
Lichy, Ruth Hilda	Gibsonia
Lightner, Mary C.	Hollidaysburg
Lush, Laura Mae	Wellsboro
McAnulty, June	Cherry Tree
McCormick, Eleanor	Ellsworth

Name	City or Town
McDivitt, Sara Jane	Freeport
Mentch, Ellajean	Colver
Miller, Margaret	Black Lick
Morton, Wilma Gene	Verona
Myers, Lois	Shelocta
Myslivy, Frances Louise	Barnesboro
Olson, Ruth	Black Lick
Paff, Patricia	Altoona
Piper, Evelyn	Blairsville
Richardson, Vivian	Portage
Roney, Elva	Oakmont
Ross, Phyllis	Blairsville
Russell, Mary Jane	Connellsville
St. Clair, Roberta Mae	Clymer
Simpson, Grace L.	Blairsville
Smith, Margaret Annabel	Livermore
Smith, Mary Isabel	Livermore
Snyder, Phyllis	Glassport
Volk, Jean Ann	Unity
Walker, Margaret M.	Marion Center
Wallace, Margery	Home
Weaver, Anne Esther	Pittsburgh
Wolf, Margaret Ann	Hollidaysburg
Wright, Maira	Ebensburg

Juniors

Anderson, Alberta L.	Pittsburgh
Beckley, Eunice	Windber
Benchoff, Margaret L.	Johnstown
Bender, Marian A.	Lilly
Bigler, Jeanne	Johnstown
Brooks, Iva Margaret	Indian Head
Bush, Elizabeth Adeline	Apollo
Butler, Phyllis Mae	Derry
Church, Margaret C.	McKees Rocks
Conn, Betty Louise	Masontown
Connolly, Elizabeth J.	Duquesne
Croyle, Mary Lou	New Kensington
Crum, Eunice	Altoona
Cunningham, Donna Marie	Avonmore
Diveley, Jean E.	Home
Dunlap, Jean Ruth	Cherry Tree
Elder, Blanche	Rochester Mills
Elicker, Blanche	New Kensington
Elliott, Janet Holliday,	Hollidaysburg
Ely, Dorothy	Washington
Errett, Lois L.	Youngwood
Fisher, Mrs. Wilma Robinson,	Indiana
Folino, Alba	Brackenridge
Franey, Norma	Cassandra
Gall, Jeannette	Punxsutawney
Griffith, Catherine L.	Nanty Glo
Grigsby, Martha Jane	Pittsburgh
Harkleroad, Irene	Saltsburg
Hawkins, Sara C.	Waynesburg
Hepner, Ruth	Altoona
Hindman, Helen L.	Wilkinsburg
Johnson, Betty Rose	Colver
King, Jane L.	Spring City
Litzinger, Doris	Indiana
Longwill, Frances Louise	Clymer
Luffy, Amy Sue	New Kensington
McElroy, Mizpah	Leechburg
McIntire, Margery Steele	Homer City
MacEwen, Margaret Jessie	Kane
Martin, Ellen Elizabeth	Indiana
Miller, Freda B.	Normalville
Milligan, Dale Neale	Hamilton
Minns, Marilyn M.	DuBois
Mowery, Ruth M.	Homer City
Obester, Helen Marie	Munhall
O'Brien, Mary Patricia	Colver
Olson, Helen Jane	Stump Creek
Pearlman, Lois Hope	Pittsburgh
Price, Harriet	McKeesport
Romanyshyn, Pearl Marie,	McKees Rocks
St. Clair, Ivagene	Clymer
Saler, Lillian	Somerset
Shaffer, Mary C.	Windber
Shaw, Patricia B.	Altoona
Shutter, Dorothy	Wilmerding
Stern, Ruth	Houtzdale
Stewart, Eileen	Indiana
Sullivan, Mary Ellen	Hastings
Wareham, Fanetta	Harwick
Waslosky, Betty June	Pittsburgh
Weaver, Edythe M.	Windber
Wetzel, Helen	Black Lick
Wilson, Janet H.	Dayton

Seniors

Abbott, Anna Marie	Pittsburgh
Allen, Mary Louise	Franklin
Barnhart, K. Virginia,	Bradford Woods
Barnhart, Margaret	Pleasant Unity
Baumgardner, Vera	Ogletown
Beatty, Ellen May	New Stanton
Bondi, Sara	Canonsburg
Conrath, Mrs. Virginia Anderson,	Indiana
Craft, Fred Dodd	Avella
Davison, Gwendolyn	Dunbar
Delach, Emily	Pittsburgh
Gerns, Dorothy	Pittsburgh
Gilkey, Charlotte Catherine,	Wilkinsburg
Giusto, Josephine	Windber
Graham, Betty Jane	Washington
Green, Edna	Saint Marys
Grube, Vivian Lorena	Punxsutawney
Gustafson, Janet	Clearfield
Hamberger, Helen	Spangler
Hawk, Mrs. Roxie Wetzel	Indiana
Hayes, Ruth L.	DuBois

Name	City or Town
Hileman, Dorothy	Wilkinsburg
Hindman, Martha	Johnstown
Hrezo, John	New Salem
Hunter, Rhoda	Pittsburgh
Hutchison, Phyllis	Kittanning
Kauffman, Jennie Mae	Altoona
Kenepp, M. Vivian	Altoona
Kish, Viola G.	Indiana
Klingensmith, Edna May	Leechburg
Knoff, Carol Maxine	Leechburg
Krisko, Lillian Sylvia	Pittsburgh
Lewis, Esther Marie	Saint Michael
Lias, Martha Jean	Indiana
McAlevy, Marjorie	Oil City
McGeary, Elizabeth Jane	Leechburg
McTigue, Stella Leona	Nanty Glo
Moeller, Kathryne Jean	Charleroi
Moliterne, Eleanor	Blairsville
Morrison, Marian F.	Tidioute
Musser, Pauline L.	Berlin
Pavlich, Ann Marie	Johnstown
Puskar, Emily E.	Coraopolis
Rairigh, Kathryn	Indiana
Randall, Thelma Vivian	Portage
Reiman, Helen Ferne	Berlin
Rhodes, Constance Louise	Lewistown
Rifenbary, Barbara E.,	Hollidaysburg
Sampson, Lois Catherine,	Wilkinsburg
Sarver, Isabel G.	Greensburg
Scherer, Martha	Pittsburgh
Schratz, Dorothy L.	East Pittsburgh
Shirey, Edna Mae	Derry
Shope, Mary	Bellefonte
Shunkwiler, Maxine	Smokeless
Shutt, Betty Mae	Vandergrift
Smith, Sarah Jeannette	Butler
Swartz, Jeanne	Pittsburgh
Travis, Mary Elizabeth	Wilkinsburg
Watson, Marjorie Ann	Clymer

HOME ECONOMICS CURRICULUM

Freshmen

Name	City or Town
Allen, Beryl Kennedy	Pittsburgh
Bacon, Ruth	Commodore
Bagley, Alma Louise	Indiana
Bair, Lucille	Ludlow
Barkley, Anna Elizabeth	Latrobe
Bowser, Jean	Kittanning
Brame, Joan	Lemoyne
Brown, Helen E.	Dover
Campbell, Sara Kathryn	Black Lick
Carpenter, Cleola	Townville
Carpenter, Ellen	Townville
Carroll, Mary Elizabeth	Indiana
Carter, Ruth E.	Centerville
Cassidy, Alice Jean	Stoystown
Collie, Rose Mary	Irwin
Countryman, Kathryn	Berlin
Crawford, Annie Laurie	North Point
Cyphert, Virginia Lee	Aliquippa
Davis, Helen Jo Anne	Ebensburg
Deller, Marjorie Jane	Johnstown
Dennison, Anna Mae	Zion Grove
Everitt, Edith	Linesville
Gamberoni, Mercedes	Mentcle
Heeter, Lois Evelyn	Brookville
Hixson, Ruth L.	Webster
Houston, Christy	Emsworth
Hughes, Ruth L.	Turtle Creek
Imbusch, Thelma	Wilkinsburg
Joiner, Lois Olive	Alverda
Jurgens, Mary E.	Bryn Mawr
Knepper, Mary Louise	Somerset
Kopera, Ann Theresa	Barnesboro
Kunkle, Ella June	McKeesport
Lee, Betty Jane	Detroit, Michigan
Lloyd, Lillian Elizabeth,	Punxsutawney
Long, Dorothy J.	Colver
McCormick, Gloria	Bentleyville
Mack, Elizabeth Jean	Zelienople
Mehlman, Emmeline	Geistown
Mellot, Joanne	Ambridge
Morgan, Mildred	Johnstown
Polen, Marjorie	Pittsburgh
Popson, Peggy	Nemacolin
Redding, Catharine	Indiana
Retzer, Lenore	Hickory
Rotheram, Gertrude Ellen	Tarentum
Scheidemantel, Laird	McKeesport
Stahl, Evelyn M.	Somerset
Steiner, Ruth	Harrisburg
Stockton, Esther	Fayette City
Tomb, Virginia Crete	Armagh
Wallace, Elizabeth Jane,	New Florence
Walters, Roxlina O.	Nemacolin
Warner, Gretchen	Baden
Webster, Florence E.	Guys Mills
Weimer, Catherine	Laughlintown
White, Dorothy Maria	Avonmore

Sophomores

Name	City or Town
Amond, Lillian Lucille	DuBois
Bader, Opal	Turtle Creek
Brooks, Catherine	Clarion
Brown, Jeanne Adair	Pittsburgh
Burgart, Doris	New Kensington
Campbell, Esther Mae	Black Lick

Name	City or Town
Campbell, Helen E.	Pittsburgh
Christ, Mary Jane	Kutztown
Corl, Angela	South Fork
DePetro, Llora M.	Independence
Eichler, Mary Jane	Northampton
Flaherty, Catherine	Turtle Creek
Gibson, Clara Louise	Blairsville
Hartmann, Virginia C.	Wilkinsburg
Hench, Rachel	Dallastown
Hughes, Betty M.	Osceola Mills
Jablonski, Frances	Ford City
Johnson, Mary Jean	Huntingdon
Keller, Helen Anna	New Bloomfield
Kneller, Mildred E.	Nazareth
Kreider, Jeanne Renee	Palmyra
Kurtz, Mary E.	Bellwood
Kyle, Eileen	Johnstown
Lamb, Elouise	Rouseville
Law, Geraldine	Heilwood
Levergood, Wanda G.	Dickerson Run
Lichliter, Emily Jane	Salisbury
McGarvey, Ernestine	Irvona
Marino, Josephine	Clearfield
Marlin, Alice Joan	Clymer
Martin, Bernice Etta	Union City
Miller, Frances	Leechburg
Montgomery, Helen	Claysville
Olson, Margaret S.	Port Allegany
Partington, Esther M.	Pittsburgh
Ray, Betty Jean	Roaring Spring
Reed, Ruth Elizabeth	Creekside
Ruffing, Ida Grace	Portage
Schorr, Lois M.	Duquesne
Shaffer, R. Jane	Harrisburg
Skinner, Kathryn	Dry Run
Sleeth, Emily J.	Cambridge Springs
Sparks, Neva	Scottdale
Sproul, Iva June	Ohiopyle
Swaney, Besse	Meadville
Weigle, Laura	Roaring Spring
Whetstone, Anita A.	Osterburg
Williamson, MarJeanne	Aliquippa
Young, Bessie M.	Rimersburg

Juniors

Name	City or Town
Alsnauer, Pearl C.	Pittsburgh
Bair, Chesta	Ellwood City
Barkley, Ethel Jane	Coraopolis
Baughman, Virginia	Sigel
Beck, Thelma L.	Indiana
Biddle, Betty Anne	Carlisle
Bifano, Mary Jane	Johnstown
Bouch, Bernice	Ernest
Byers, Wilha Mae	Turtle Creek
Campbell, Audrey	Colver
Chapman, Ruby Mae	Indiana
Colbert, Elizabeth	Pittsburgh
Crumrine, Eloise	Scenery Hill
Cummins, Irene	Norwood
Deemer, Eunice	South Bend
Denny, Peggy Anne	Pittsburgh
Dimond, Laura Mae	South Fork
Evans, Mary Jeanne	Slovan
Fergus, Ruth	Slippery Rock
Fisher, Clara Jane	Johnstown
Foley, Dorothy Evelyn	Turtle Creek
Freas, Eleanor	Clarion
Glessner, Betty Jane	Somerset
Goldstein, Darriel Harriet	Altoona
Goldy, Ruth E.	Ebensburg
Goodwill, Pauline	East Hickory
Gruber, Sara Jean	Hawthorn
Hall, Amy E.	McKeesport
Hartman, Dorothy	Johnstown
Hetager, Marie Andrine,	Punxsutawney
Hill, Genevieve M.	Valencia
Hill, Mary Virginia	Gibsonia
Himebaugh, M. Elizabeth	Altoona
Holsinger, Emma	Johnstown
Holtz, Barbara E.	Pleasantville
Houck, Helen Louise	Clymer
Huffman, Betty Jean	Bentleyville
Jones, Ruth	Indiana
Kring, Betty Jane	Davidsville
LaMont, Grace	Wellsboro
Lange, Grayce A.	Oil City
Lindell, Phyllis Elaine	Akeley
McCune, Martha Ann	West Newton
McFadden, Jean	McKeesport
McIntyre, Dama	Emlenton
Meade, Julia Elizabeth,	Cambridge Springs
Michelangelo, Virginia J.	Gallitzin
Mitchell, Mary Louise	Pittsburgh
Montgomery, Jean	Pittsburgh
Naugle, Helen	Laughlintown
Ogline, Pauline Marie	Boswell
Perry, Martha L.	York
Rea, Ila Gail	Reynoldsville
Rhodes, Mavis June	Ernest
Russell, Marian E.	Clymer
Shatto, Virginia May	Morrisville
Skog, Mildred	Nicktown
Slick, Carolyn	Roaring Spring
Stormer, Irene	Reynoldsville
Wall, Ruthann	Grampian
Warner, Lois E.	Tarentum
Westrick, Marjorie	Carrolltown
Williams, Rebecca Louise	Big Run
Zegarski, Regina	Atlas

Name	City or Town	Name	City or Town

Seniors

Anthony, Eleanor ..... Uniontown
Baird, Betty ..... Leechburg
Balogh, Vilma E. ..... Braddock
Barnhart, Jeannette ..... Johnstown
Beard, Marie ..... Indiana
Black, Dorothy Jean ..... New Castle
Bodendorfer, Frieda Anna, New Castle
Bright, Billie M. ..... Colver
Bullock, Carolyn ..... Bellefonte
Burget, Mildred G. ..... Martinsburg
Campbell, Luella M. ..... Stahlstown
Cessna, Emma June ..... Bedford
Charlton, Mary ..... Meadville
Clark, Jane A. ..... Johnstown
Cornell, Elsie ..... Blairsville
Cowan, Rosanna ..... Elizabeth
Davidson, Marion E. ..... Beaver
Divvens, Martha Grace ..... Uniontown
Dowd, Dorothy Jane ..... Beaver
Ermacoff, Mary ..... Washington
Everall, Jane ..... Stoneboro
Faulk, Dorothy ..... Pittsburgh
Few, Marjorie E. ..... Altoona
Fox, Margaret L. ..... Waynesburg
Goddard, Bette ..... Ford City
Grazier, Margaret ..... New Kensington
Griffith, Mrs. Emma Jean Tyler, Irwin
Hamilton, Helen V. ..... Mercersburg
Hamilton, Ruth Alma ..... Canonsburg
Hammond, Janet B. ..... Chambersburg
Hanna, Louise ..... Indiana
Hartman, Judith Marie, Chambersburg
Henderson, Catherine L. ..... Glasgow
Herman, Emma S. ..... Carlisle
Hill, Gwendolyn E. ..... Warfordsburg
Karle, Myrtis Irene ..... Oil City
Knepper, Hilda ..... Robertsdale
Lewis, Jane Woods ..... McKeesport
Lowe, Dorothy G. ..... Derry
Lyon, Bette Jane ..... Pittsburgh
McCafferty, Mary Margaret ..... Butler
McCormick, Wilmina Ruth, Marion Center
McCulloch, Nora ..... Freeport
McDowell, Bertha ..... Brownsville
McSparrin, Helen ..... Dayton
Mackert, Mary Ellen ..... Sunbury
Marks, Virginia L. ..... Wyomissing Hills
Marshall, Sara Jane ..... Imperial
Marsteller, Mildred ..... Bentleyville
Mihalco, Helen Marie ..... Donora
Miller, Fay Louise ..... New Kensington
Mulhollen, Kathryn ..... Johnstown
Nesbit, Norma Jean ..... Warrendale
Orr, Mila Ann ..... Harrisville
Poister, Mrs. Eileen Brooks, Johnstown
Randall, Helen ..... Akeley
Rankin, Jean ..... Elderton
Rucci, Livia Leanora ..... Derry
Shaffer, Helen ..... Martinsburg
Tonello, Elma E. ..... Monessen
Trescher, Helen M. ..... Pittsburgh
Vail, Marion L. ..... Clairon
Vaughn, Florence E. ..... New Bethlehem
Ward, Martha E. ..... Clearfield
Watson, Margaret E. ..... Clearfield
Welker, Avanell ..... Kylertown
Wetzel, Emma Louise ..... Pittsburgh
Whitesell, Marjorie Eleanor, Englewood, New Jersey
Whittaker, Alice Fay ..... Arnold
Wilden, Doris Louise ..... Indiana

MUSIC CURRICULUM

Freshmen

Andrick, Margaret Ann ..... Ridgway
Bagg, Eleanor Anne, East Hartford, Connecticut
Bashor, Betty Irene ..... Pittsburgh
Baskin, Bernard Harold ..... Pittsburgh
Beard, J. Robert ..... New Florence
Boarts, Kathleen ..... Kittanning
Brodbeck, Annabelle M. ..... Brodbecks
Brozeski, Carl S. ..... Oil City
Ciuffoletti, Frank Felice ..... Arnold
Cook, Evelyn LaRue ..... Pittsburgh
Cooper, Robert James, New Kensington
Coulter, William ..... Dayton
Cumming, James F. ..... Erie
Doak, Mary Frances ..... Blairsville
Dysert, David C. ..... Johnstown
Elwood, Harry ..... Leechburg
Finizio, Oresto V. ..... McKees Rocks
Forney, Emma Mae ..... Davidsville
Foster, Margy ..... Harrisville
Hedegore, Betty Jane ..... Bessemer
Hixson, Richard E. ..... Madison
Jeffries, Lois ..... Blairsville
Johns, Annabel ..... Johnstown
Keller, Anna Marie ..... Windber
Lamendola, John Bosco ..... Arnold
LaMonaca, Teresa ..... Windber
Lee, Elizabeth Jane ..... Windber
McCullough, Jack R. ..... New Castle
McFate, Temoy J. ..... New Castle
McGee, Clare Conrad ..... Pittsburgh
McGee, Richard W. ..... Indiana
Marietta, Leslie ..... Rochester

Name	City or Town
Martin, Walter William	Altoona
Menk, George Henry,	New Kensington
Noel, Clarence William	Ligonier
Parsons, F. Gene	Corry
Politoske, Elizabeth D.	Clearfield
Proffitt, Marilyn	Mars
Reynolds, E. Ross	New Kensington
Rininger, Katherine A.	New Paris
Scanga, James Vincent	Arnold
Shank, Ivagean	Glenwillard
Sheriff, Betty Ann	Portage
Shomo, Imogene L.	Huff
Smith, Doris Jeanne	Reynoldsville
Smucker, Thelma	Somerset
Taner, Molly	Newark, New Jersey
Testa, Robert	Clairton
Toohey, Marian Jane,	New Kensington
Wilson, Eleanor	Layton
Wolfe, Warren Jerrold	Monessen
Woolridge, Lois	Clearfield
Yuckenberg, Ruth Elizabeth	Indiana
Yuksic, Sara	Yukon
Zaffuto, John	Indiana
Zimmerman, Verna	Stoystown

Sophomores

Banks, Robert G.	Petrolia
Beck, Dorothy M.	Indiana
Bellish, John Paul	Canonsburg
Bennett, Charles M.	Strongstown
Buck, Marian	Wormleysburg
Butiste, Leo	Oil City
Carlisle, Anna May	Greensburg
Christopher, Virginia A.	Grindstone
Coffman, Alice	New Salem
Colelli, Leonard M.	Perryopolis
Cotroneo, Anthony	Johnstown
Dovenspike, William Lewis,	Shippenville
Eaton, Ruthe Shirley	Russell
Evans, Robert Davis	Pittsburgh
Fiscus, Mary Jane	Indiana
Foreman, Martha Carolyn	Saxton
Halstead, Florence	California
Hammon, William P.	Pittsburgh
Hulbert, H. Eugene	Pittsburgh
Hunker, Imogene	Trafford
Hussey, Frank S., Jr.,	Oil City
Koontz, Lenore	Johnstown
Koziel, Frank T.	Carmichaels
Leister, Janet Davis	Huntingdon
Lowry, Terry B.	Rockwood
McCandless, Paul B., II,	New Castle
McDaniel, Louise	Myersdale
McDonald, William M.	Pittsburgh
Myers, J. Donald	Pittsburgh
Perry, Howard V.,	New Brunswick, New Jersey
Raup, Richard Robert	Verona
Robison, Betty	New Castle
Rocereto, Gloria Marie	Pittsburgh
Rolston, Grace Elizabeth	Indiana
Rowe, Leola	Indiana
Sgriccia, Marcia J.	Clymer
Swan, Harry	Pittsburgh
Templeton, Marian	Pittsburgh
Thompson, Gene Viola	Altoona
Truxel, Elizabeth Imogene,	Mount Pleasant
Wig, Annabelle	Titusville

Juniors

Avampato, James	Greensburg
Burns, Dora	Dayton
Carson, Elizabeth V.	Charleroi
Cooper, Bronwen	Johnstown
Enslen, Alice Jeanne	New Galilee
Fetter, Rudolph	New Enterprise
Forney, Rosalie Anne,	Chambersburg
Hutton, Ruth	Pittsburgh
Kistler, Edward A.	Irwin
LaMantia, Cosima	Indiana
Lambert, Louis	Boswell
Landis, Ruth E.	Berlin
Lentine, Joseph P.	Johnstown
Litzinger, Morgan	Indiana
Lozos, Evans	Pittsburgh
Neal, Aleene	Smicksburg
Rising, Verna	Indiana
Siebert, William W.	Wilkinsburg
Streams, Isabel	Home
Whitacre, F. Emogene	Dayton
Widdowson, Jean	Indiana

Seniors

Berkley, Wilma Hay	Berlin
Bernunzio, Samuel	South Fork
Blose, Blanche E.	Sykesville
Brooke, Robert E.	Verona
Bruno, Carolyn	Conemaugh
Carpenter, Lois	Oil City
Davis, Glenn Harold,	New Kensington
Englehart, Ruth	Meyersdale
Fee, Roena	Indiana
Hay, Elizabeth M.	Berlin
Ickes, John L., Jr.,	Pavia
Lauer, William A.	Marble
Miscoe, Jack F.	Johnstown
Patt, Francis James, Jr.,	Farrell
Pierson, Phyllis Grace	Altoona
Portal, Adeline Marie	Farrell
Raup, Lee Keiler	Verona
Salay, John, Jr.,	Conemaugh
Stitt, Mrs. Lucy W.	Indiana

SECONDARY EDUCATION CURRICULUM

Freshmen

Adami, Lillian ..... Indiana
Alleman, Norris Wilbur. Beaver Falls
Altemus, Anna Marabelle ... Indiana
Anderson, Daisie Irene ..... Indiana
Andreolli, Adeline Evelyn ... Indiana
Auman, Fern I. ..... Birdsboro
Bailey, Harriet Jane ..... Sharpsville
Baker, Virginia ..... Troutville
Barber, Rose Marie ..... Johnstown
Barnhart, Mary Emma, Bradford Woods
Bennett, Victoria Jane ..... Apollo
Benyon, John James ..... DuBois
Blissell, Lloraine N. ..... Oil City
Brennan, Charles A. ..... Jeannette
Brown, Alda Grace ..... Indiana
Brown, Ellwood W. ..... Uniontown
Brown, Rosalyne Grace ..... Indiana
Burns, Charles Lee, Jr., . McKeesport
Bush, Genevieve ..... Indiana
Calhoun, John Charles ..... Indiana
Cameron, William ..... Indiana
Carlisle, James R. ..... Nanty Glo
Carter, William G. ..... Pittsburgh
Central, Leona Ann ..... Indiana
Chynoweth, James R., Jr., . Johnstown
Ciranni, Carmela ..... Homer City
Clary, Jean C. ..... Indiana
Clawson, Jane ..... Indiana
Claypool, Annabel E. ... Vandergrift
Connell, Ilene Kathryn ..... Indiana
Croasmun, Margaret Louise.. Indiana
Croushore, Joseph C. ... Fayette City
Daskivich, Irene ..... Homer City
Daugherty, Charles .. Mount Pleasant
Davis, Madalyn ..... Clearfield
Davis, Walter Richard ... Ebensburg
Desciscio, Josephine Ann ... Indiana
Dickey, Warren ..... Indiana
Ditter, Wanda ..... McKeesport
Dunlap, Mildred Irene ..... Indiana
Dunn, Eva Isabell ..... Indiana
Edelman, Gunther ..... Johnstown
Edwards, Thelma Blanche ... Indiana
Esposito, Constance Rita .... Indiana
Esposito, Elizabeth Anne .... Indiana
Evans, Albert, Jr. ..... Uniontown
Everhart, Frank R. ..... Uniontown
Fanelli, Joseph Louis ..... Grapeville
Fazio, Sam ..... New Brighton
Fetterman, Miles ..... Clymer
Gahagan, Luther ..... Marion Center
Ganley, Bernard J. ..... Indiana
Garrity, Virginia ..... Altoona
Gensbigler, Phyllis E. ..... Indiana
Hammond, Jane ..... Spangler
Harman, Catherine Margaret. Indiana
Harmon, Wayne ..... Homer City
Harris, Margaret Jane ..... Indiana
Harrison, Thomas H. ..... Indiana
Hendrickson, Robert F., Pleasant Unity
Hill, Howard M. ..... Leechburg
Hoffman, Richard T. .... Greensburg
Horchor, Margaret ..... Graceton
Hunkele, Theodore J. .... Pittsburgh
Jones, Peggy Ann ..... Plumville
Keene, George L., New Brunswick, New Jersey
King, Ruth L. ..... Apollo
Kirk, Thelma Louise ..... Indiana
Kunkle, Martha Jane ..... Export
LaRoche, Rosemary ..... Indiana
Licastro, Mary Jean .. Port Allegany
Lingle, Doris Jeane ..... Clearfield
Loeffler, Elizabeth ..... Pittsburgh
London, Annarae ..... Indiana
Lostrick, Thomas ..... Ernest
Lowman, Mary Elizabeth ... Indiana
McFarland, Phyllis ..... Oil City
McLachlan, Betty Marie .... Indiana
Marchiori, Julia Frances .... Indiana
Martino, John ..... Arnold
Mazzei, Mary Elodia ... Ellwood City
Monfredo, Viola ..... Universal
Mowrey, K. Eugene .. Punxsutawney
Murphy, Daniel M. ..... Pittsburgh
Mykut, Joseph ..... Lucernemines
O'Connor, Donald J. ..... Johnstown
O'Connor, Edgar Charles . Johnstown
Oleszwski, William ..... Jeannette
O'Neill, Gladys Jean ..... Indiana
Owens, Suzanne Pfeil .... Pittsburgh
Pellegrene, Marie Rose ..... Indiana
Phillips, Thelma Ann ..... Indiana
Pina, Joseph A. ..... Indiana
Previte, Aurelius ..... Indiana
Race, Nancy Louise ..... Indiana
Ray, Elizabeth ..... Indlana
Ruffing, Irene ..... West Elizabeth
Schoch, Marjorie ..... Sligo
Scurci, Edward J. ..... Jeannette
Shomo, Joseph H. ..... Derry
Siranovich, Stanley ..... Pittsburgh
Smith, Alberta Mae ..... Homer City
Speelman, Della Mae ... Turtle Creek
Stasko, Paul ..... Aliquippa
Stenger, Eugene ..... Greensburg
Thompson, Betty Jane ..... Indiana
Visnovsky, Andrew ..... Windber
Voytus, Pauline ..... Indiana
Walls, Joan Martha ..... Indiana
Will, Thomas A. ..... New Baltimore
Winger, Edward F. ..... Indiana
Winter, Helen Agnes ... McKeesport
Woodman, Elizabeth J. ..... Clairton

Name	City or Town	Name	City or Town
Woods, Barbara	Indiana	Zavlaris, Anastasia	Indiana
Yeager, Ruth Evelyn	Greensburg	Zellman, Lawrence G.	Ernest
Zangus, Gus	New Brighton		

Sophomores

Addis, Samuel Robert	Vanderbilt	Miller, Francis	Black Lick
Bair, Eleanor	Ruffsdale	Moorhead, Charlotte	Indiana
Bennett, Alice Gertrude,	Punxsutawney	Mostler, Betty	Pittsburgh
Carlson, Russell	Sykesville	Munn, Jack I.	Washington
Caruso, Henry James	New Bethlehem	Norman, William Thomas	Ridgway
Clark, C. Paul	Elderton	Orange, Rebecca	Indiana
Cornell, William A.	Blairsville	Overdorff, Paul R.	Indiana
Curley, William	Johnsonburg	Palmer, Sylvia Faye	Black Lick
Esch, Marjory	Johnstown	Peace, Eugene C.	Indiana
Fanelli, Alphonse	Grapeville	Pegori, Elwood Robert	Smithton
Flenner, Robert H.	Altoona	Penney, James F.	Indiana
Fry, Ruth	Altoona	Popoff, Victor Daniel	McKeesport
Gerber, Thomas	Johnstown	Rankin, Wilbert	Black Lick
Gezich, Ferdinand	Ernest	Reynolds, Robert	Pittsburgh
Gosnell, Mary	Saltsburg	Schmucker, Gene	Sipesville
Graff, Marie	Indiana	Shoupe, Mildred I.	Avonmore
Hardy, Jean	Dunbar	Stroup, Boyd	Apollo
Helfenbein, Phyllis Lee	Braddock	Taylor, Sarah Isabelle	Haffey
Henry, Ethel Blanch	Alverda	Williams, Faye	Indiana
Jeffery, Dorothy M.	Erie	Worbs, Dora	Beaver
Kostas, John	Ambridge	Zaeur, Louise	Indiana
Mawhinney, Frank	Bridgeville	Zambotti, Bruno	Aultman

Juniors

Abel, Christine	Hastings	Miller, Richard	Hooversville
Boden, Todd R.	Indiana	Moran, Rita	Titusville
Bortot, Josephine	Emeigh	Paul, Andrew Joseph	Twin Rocks
Camp, Mary Jane	Indiana	Peelor, Harry, Jr.	Indiana
Campbell, Gene Maxine,	West Brownsville	Polliard, Burton H.	New Kensington
Carroll, George A.	Indiana	Romano, Rose Marie	Indiana
Deane, Paul E.	Uniontown	Schendowich, Lewis	Greensburg
Hipps, Rose Ann	Carrolltown	Silvestri, Nicholas J.	Morgan
Hixson, Mrs. Katherine H.	Indiana	Slone, Esther	Fairchance
Hysong, Doris	New Florence	Stewart, James Richard	Indiana
Kish, Nicholas Z.	Homer City	Trout, Edith Ann	Jeannette
Mauro, Albert	Jeannette	Weatherly, Lenore	Blairsville
Meehan, Mary Louise	Brush Valley	Willis, Constance A.	Beaver
Menk, Elizabeth Jane	Pittsburgh	Zeedick, Mary Evers	Pittsburgh

Seniors

Balfour, Dorothy Mildred	Indiana	Fordyce, Mae Jean	North East
Beezer, Robert H.	Punxsutawney	Fornella, Catherine	Morgan
Bellotti, Helen	Coalport	Fyock, Lois	Indiana
Benson, John Paul	Greenville	Garry, Joseph Richard	McIntyre
Bober, John	Grapeville	Hess, Sara P.	Dixonville
Brant, Lee	Johnstown	Hohn, Matthew H.	Greensburg
Carlson, Alverta J.	Commodore	Hunter, James M.	Indiana
Carney, Harry A.	Indiana	Jacobson, Jane	Windber
Cicero, Mario John	Indiana	Knupp, E. Arleen	Marion Center
Creps, John H.	Indiana	Lee, William Hugh	Burgettstown
Daugherty, Jean	Barnesboro	Lytle, Evelyn	Indiana
Deasey, Wilfred F.	Twin Rocks	McKee, Betty	Westover
DeGaetano, Robert M.	Indiana	Murray, Betty Jane	Pittsburgh
Depkovich, Thomas Edward	Clymer	Nesbitt, Martha Jane	Tunnelton

Name	City or Town
Ramale, Dorothy A.	Ford City
Ross, Marion E.	Ligonier
Slaubaugh, D. June	Trafford
Smith, Peggy Lucille	Apollo
Streams, Evelyn G.	Marion Center
Vanderpool, Naomi Ruth	Graceton
Wenning, Gladys	Turtle Creek
Worbs, Frank	Beaver

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PRELIMINARY APPLICATION BLANK

This Preliminary Application Blank should be filled out by prospective students and mailed as early as convenient to the Registrar, State Teachers College, Indiana, Pennsylvania. The regular application blanks required by the Department of Public Instruction must also be filed. These blanks will be sent on request to any prospective student, and to all persons who file the preliminary blank.

Name _____
(Last) (First) (Second)

Address _____
(Street) (Post Office) (State)

I (am) (will be) graduated from _____High School,

located at _____
(Town) (State) (Date)

I plan to enter college _____
(Date)

and plan to { (live in the dormitory_____
(commute from home_____

I desire to enroll for the curriculum which I have checked below:

_____Elementary _____Art _____Home Economics

_____Secondary _____Business _____Music

Have you enclosed with this form your check or money order for the $10.00 Advance Registration Deposit? (This is required of both boarding and day students. See page 20.) Yes_____ No_____

Post Office money orders should be written to Commonwealth of Pennsylvania, payable at Harrisburg.

Checks should also be written to Commonwealth of Pennsylvania.

If you enclose cash, please send your letter by registered mail.

_____
(Date)

Please send information about Indiana to my friends:

_____ _____
(Name) (Address)

_____ _____